EL-MOASSER

DISCOVER

Parents' Guide

By a group of supervisors

Multidisciplinary

GPS

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2024
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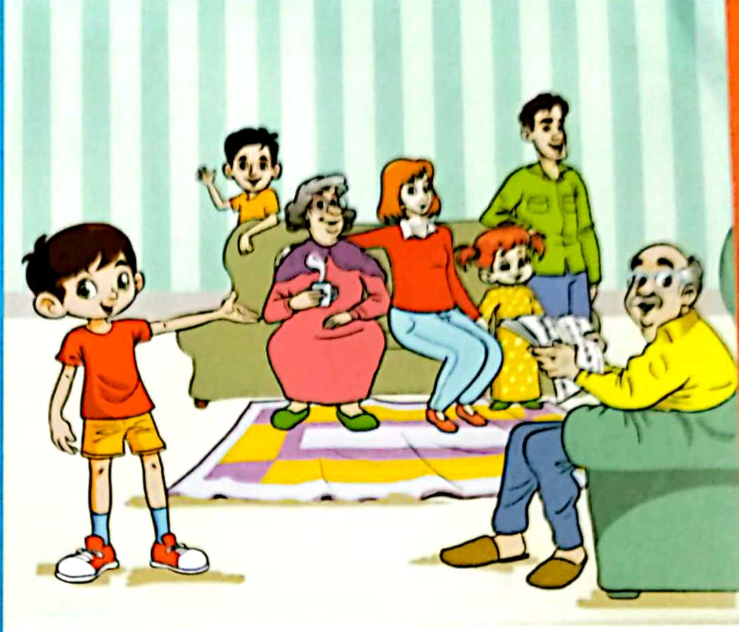
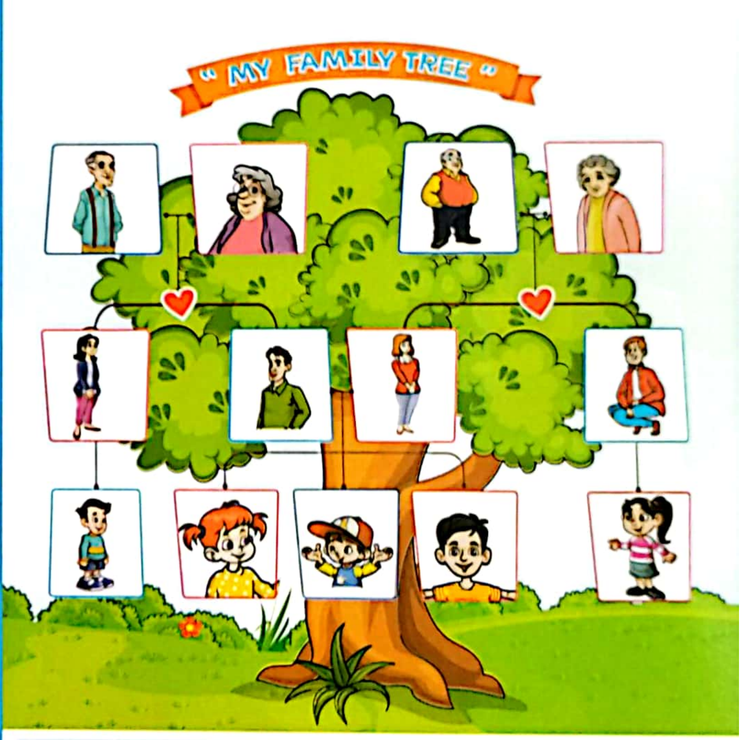
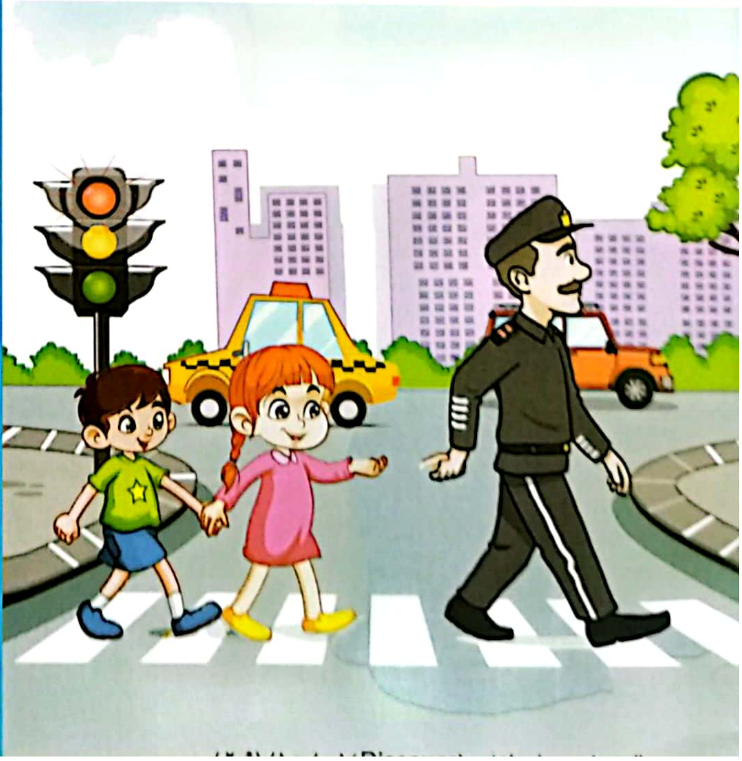
THEME 1

Who Am I ?




" MY FAMILY TREE "



CHAPTER ONE

All About Me

Learning outcomes

By the end of this chapter, your child will be able to :

- Observe different objects using the sense of sight.
- Use and name the sense of hearing.
- Use the vocabulary of immediate family members.
- Discuss showing respect within families.
- Use and name the sense of touch.
- Learn vocabulary of extended family members.
- Use and name the senses of smell and taste.
- Introduce him/herself using art and words.
- Identify similarities and differences between him/herself and others.
- Identify likes and dislikes.
- Practice introducing and sharing information about him/herself.

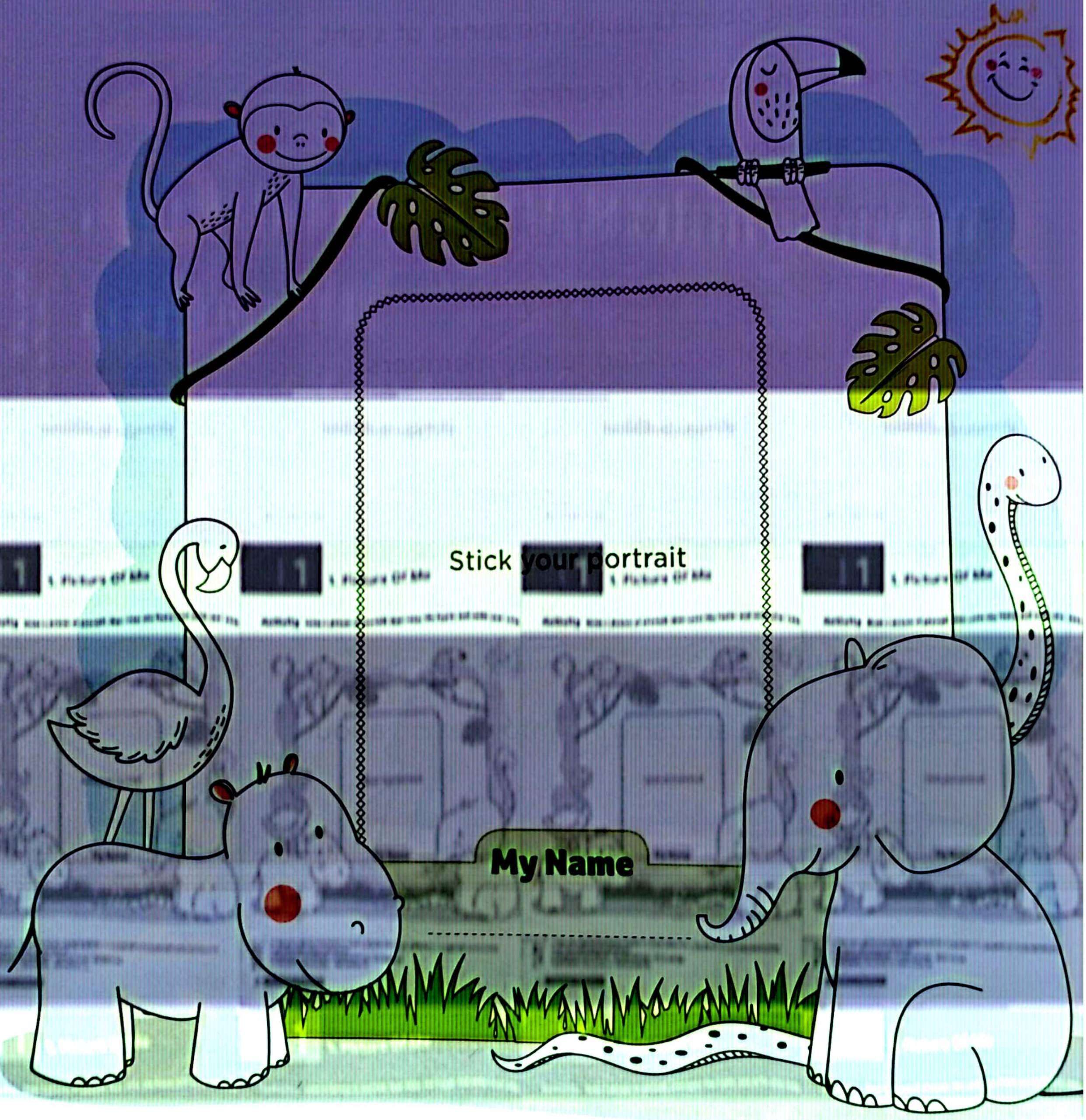
Key vocabulary

- Senses
- Eye
- See
- Hear
- Touch
- Smell
- Taste
- Father
- Mother
- Sister
- Brother
- Similarities
- Differences
- Like
- Dislike
- Favorite
- Portrait
- Introduce

Lesson 1

1. Picture Of Me

Activity Draw a picture of yourself, then color the frame and write your name.

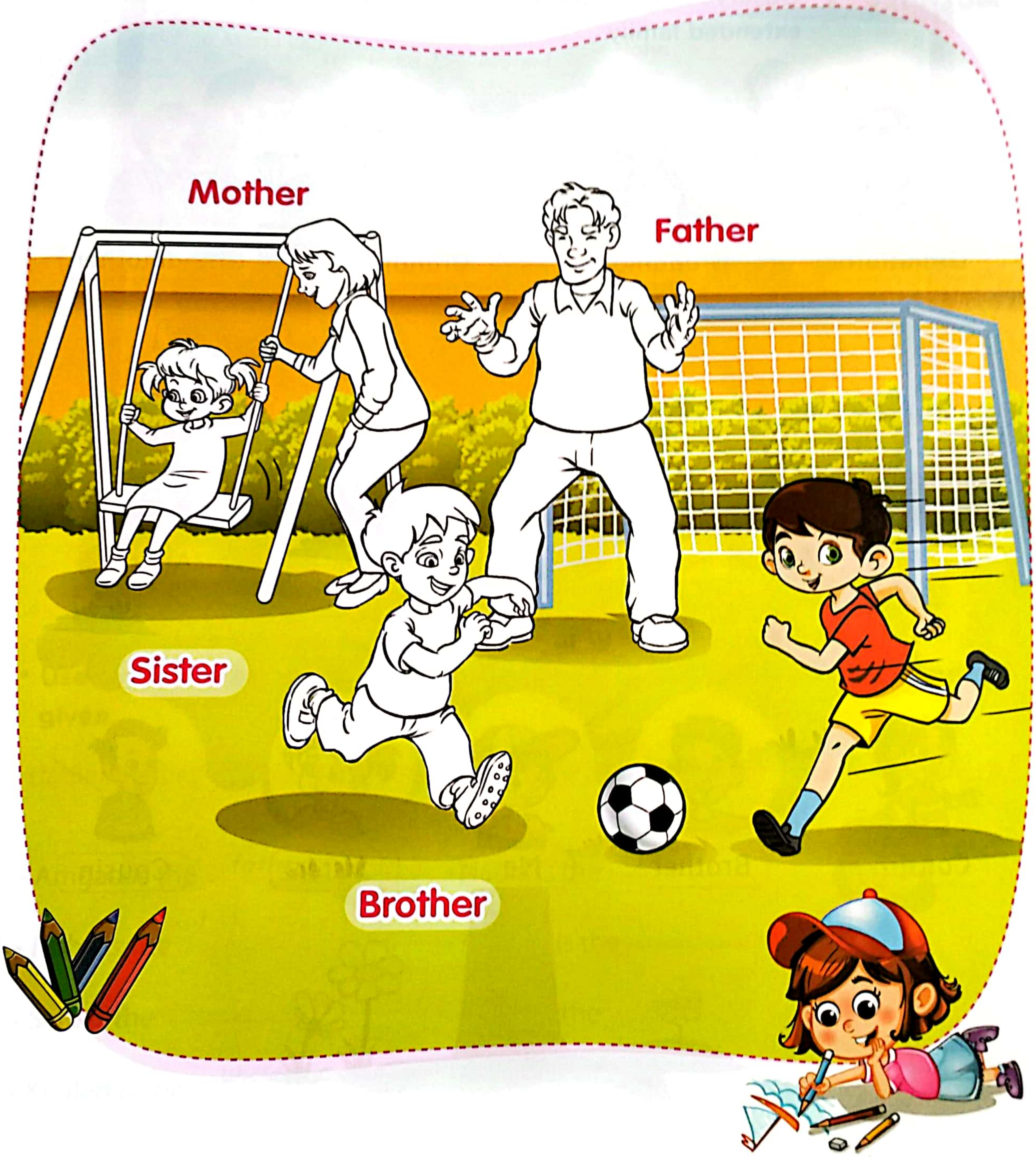


Notes for parents

- Help your child to draw his/her portrait inside the frame, then color the frame and write his/her name.
- Let your child express him/herself.
- **Integration of subjects :** English (writing) – Art (coloring).
- **Life skills :** Observation – Self-expression.

2. A Family At The Park

Activity **Color the members of the immediate family.**

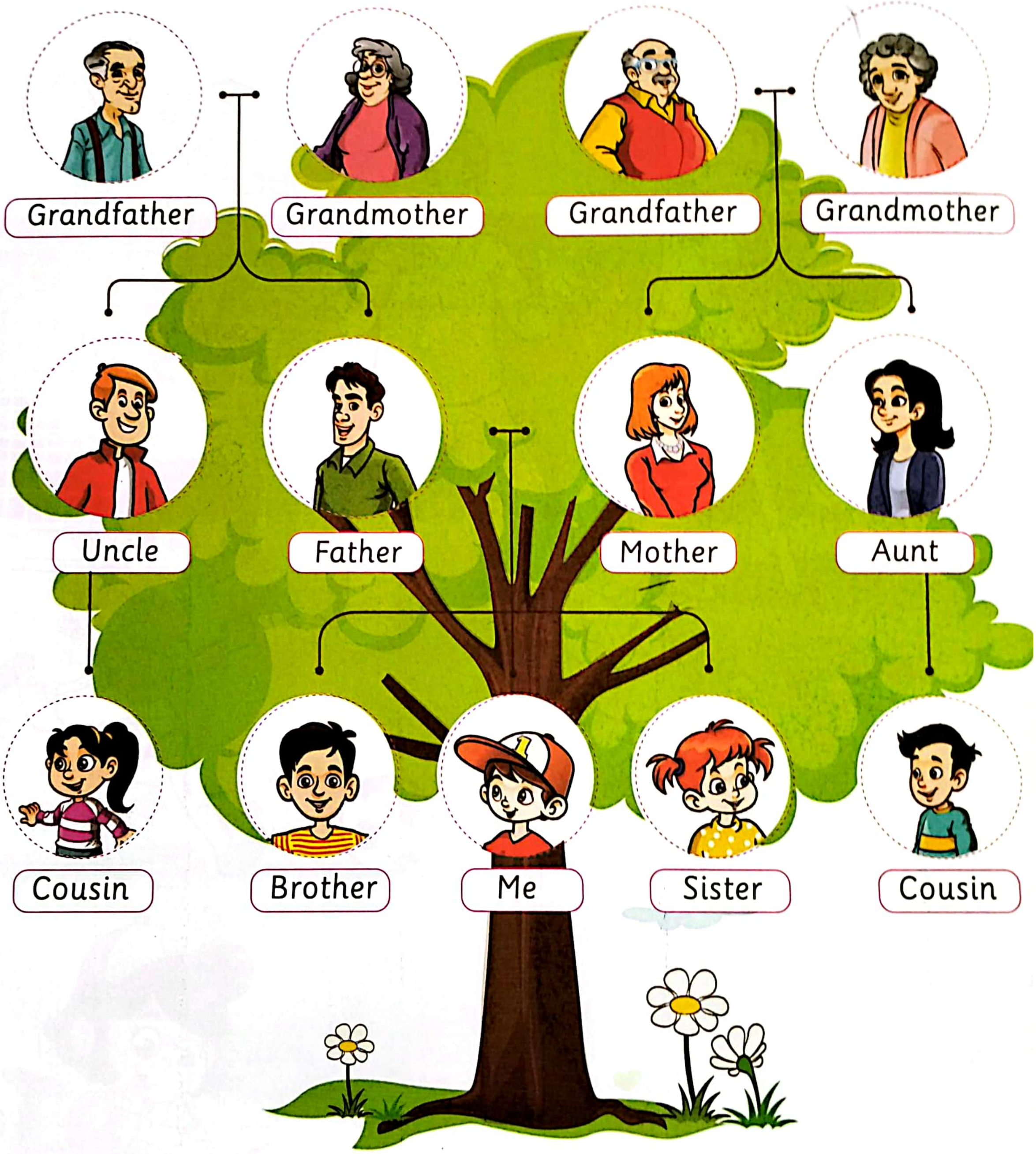


- Help your child to know that the immediate family includes father, mother, brothers and sisters.
- **Integration of subjects :** Social studies (importance of family members) – Art (coloring).
- **Life skills :** Observation – Realize relationships.

Lesson 2

Extended Family

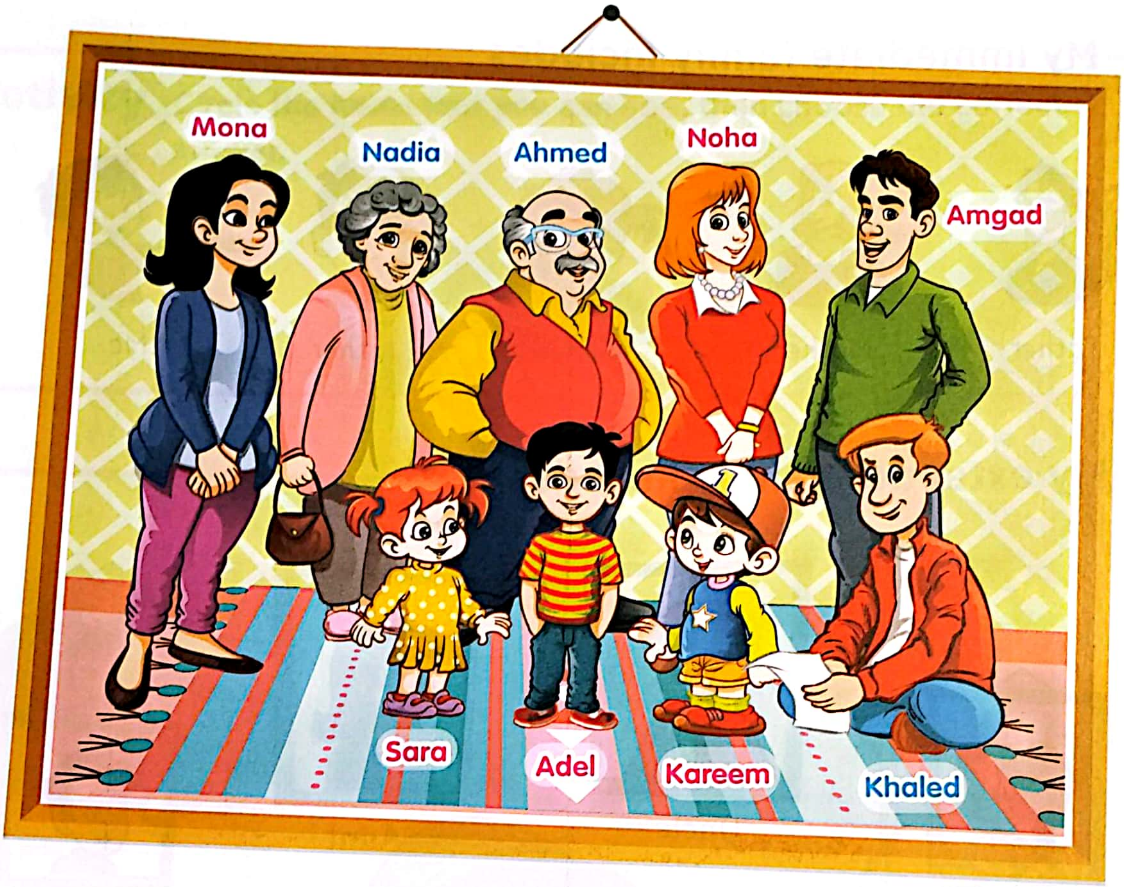
Activity ① **Observe the following figure to learn the members of the extended family.**


Grandfather
Grandmother
Grandfather
Grandmother
Uncle
Father
Mother
Aunt
Cousin
Brother
Me
Sister
Cousin

Notes for parents

- Tell your child that extended family whose members may or may not live in his/her house include grandparents, uncles, aunts and cousins.
- **Integration of subjects :** Social studies (differentiate between immediate family and extended family) – English (reading).
- **Life skills :** Collecting data – Realize relationships.

Activity ② **Look at the following picture that shows Kareem's extended family, then answer the questions.**



- **Use the following words to complete the sentences below as the example given.**

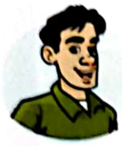
(~~father~~ – ~~Aunt~~ – uncle – grandfather – mother – grandmother – sister – brother)

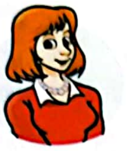
- Amgad is the father
- Noha is the ....
- Sara is the ....
- Khaled is the uncle
- Nadia is the ....
- Ahmed is the ....
- Mona is the anut
- Adel is the ....

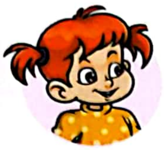
- Help your child to complete the sentences using the words in brackets that shows the names of Kareem's extended family members.
- **Integration of subjects :** Social studies (differentiate between immediate family and extended family) – English (reading and writing).
- **Life skills :** Observation – Realize relationships – Differentiation.

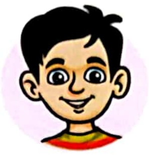
I Have Learned That

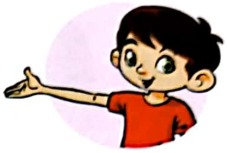
My immediate family includes :


Father

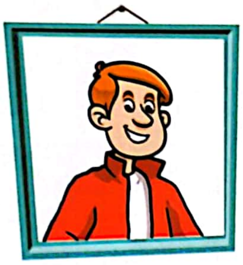

Mother

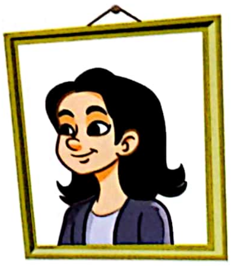

Sister

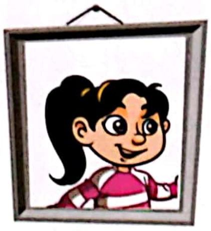

Brother

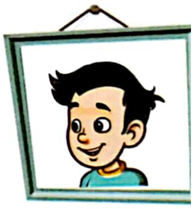

Me

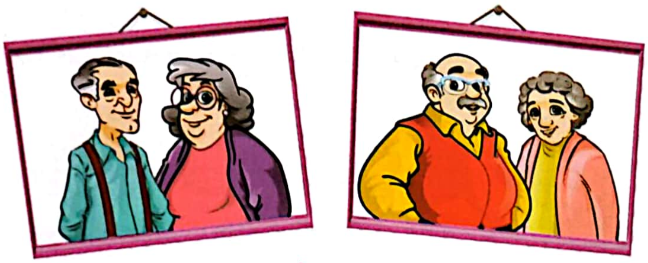
My extended family includes :

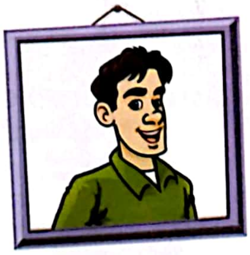

Uncle

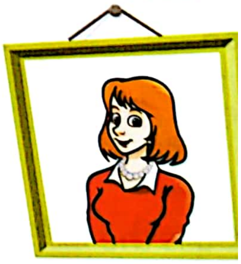

Aunt

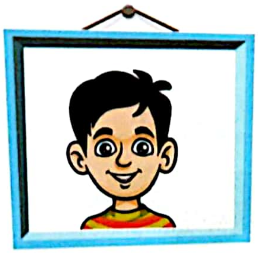

Cousin

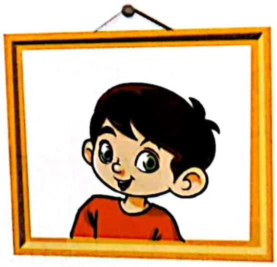

Cousin

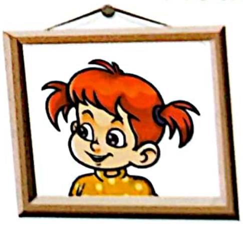

Grandparents


Father


Mother


Brother

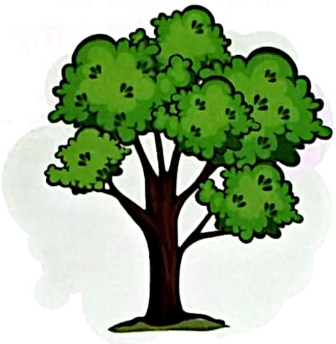

Me

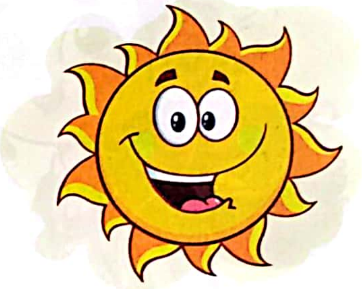

Sister

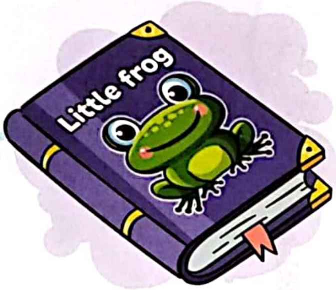
Lesson 3

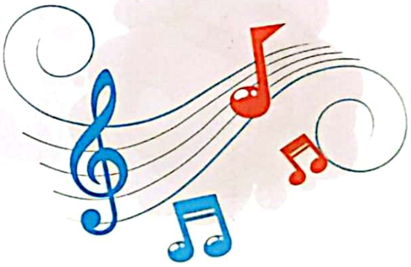
1. Sight

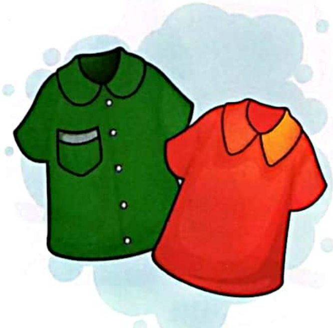
Activity Circle the items that you can see, then choose the correct answer.

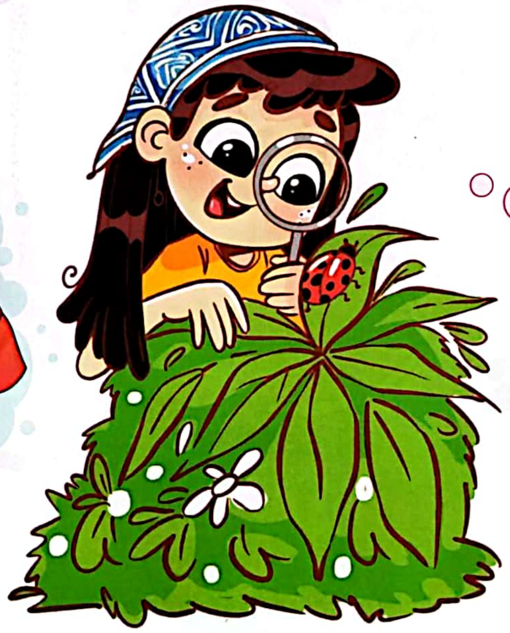












I can see with

my ....

(eyes – nose – ears)

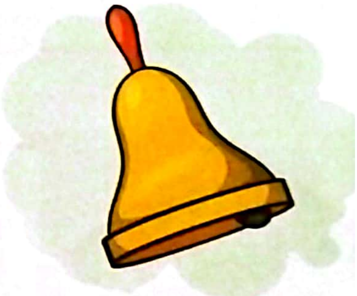
- Help your child to find out that his/her eye is the organ of sight.
- Tell your child that with help of eyes we can differentiate between different colors.
- **Integration of subjects :** Science (characteristics of living organisms) – English (reading and writing).
- **Life skills :** Observation – Realize relationships.

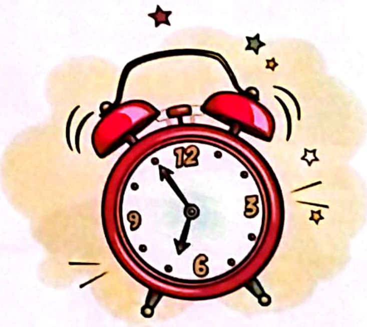
2. Hearing

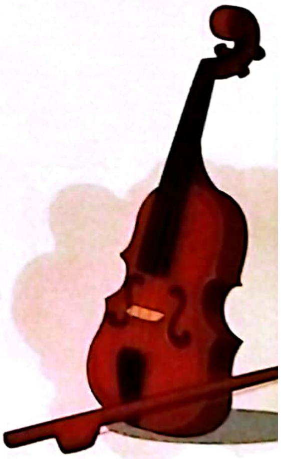
Activity **Circle the items that you can hear, then choose the correct answer.**

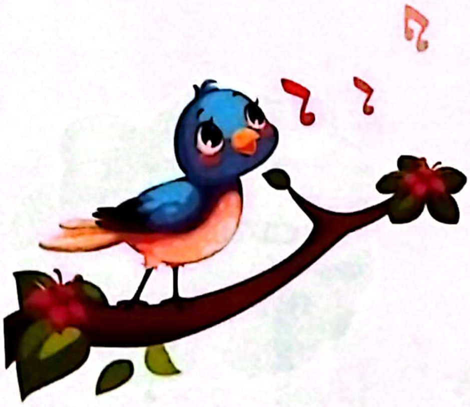
I can hear with my ……………

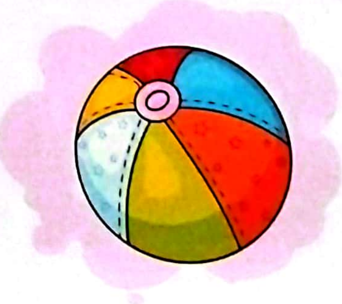
(nose – ears – eyes)











Notes for parents

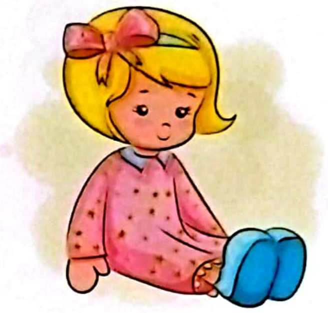
- Help your child to find out that the ear is the organ of hearing.
- Tell your child that with help of ears we can differentiate between different sounds.
- **Integration of subjects :** Science (characteristics of living organisms) – English (reading and writing).
- **Life skills :** Observation – Realize relationships.

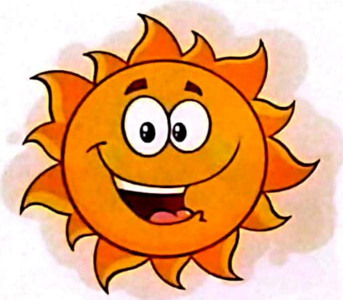
3. Touch

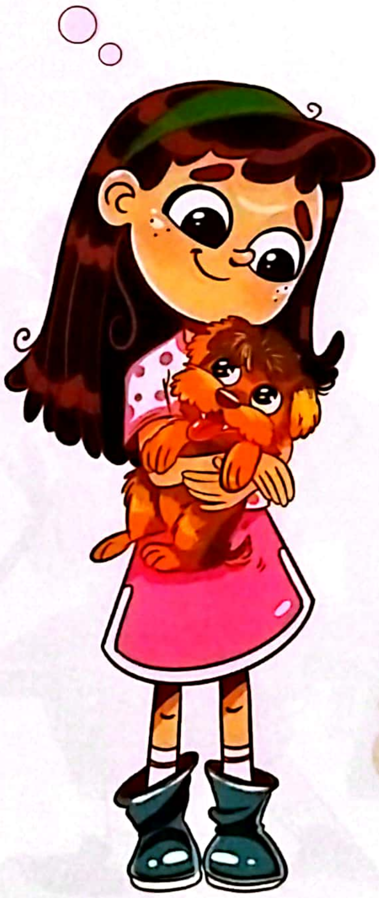
Activity **Circle the items that you can touch, then choose the correct answer.**

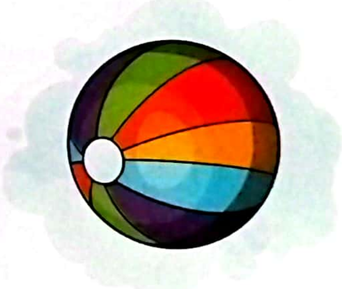
I can touch with my ....

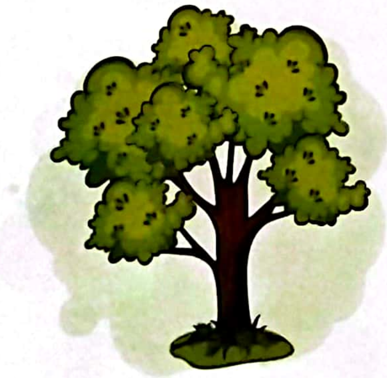
(eyes – hands – nose)

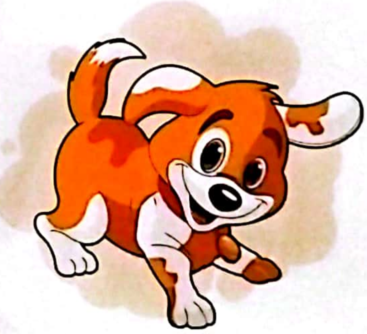








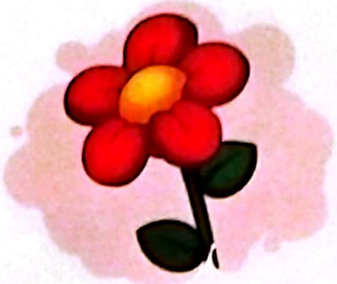




- Help your child to find out that the skin covering the entire body is responsible for touch and he/she often uses his/her hands for the sense of touch.
- **Integration of subjects :** Science (characteristics of living organisms) – English (reading and writing).
- **Life skills :** Observation – Realize relationships.

4. Smell

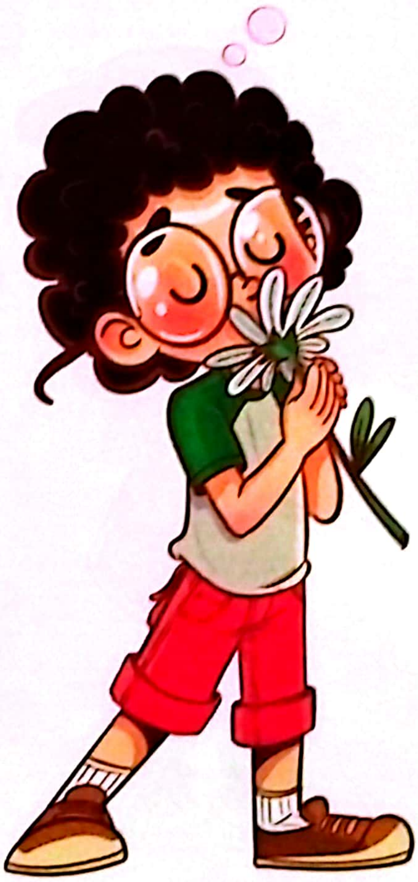
Activity Circle the items that you can smell, then choose the correct answer.

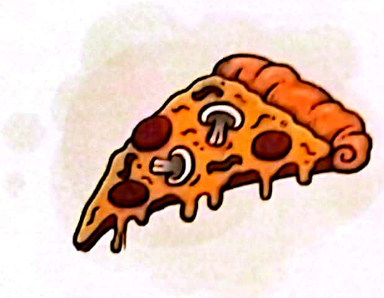


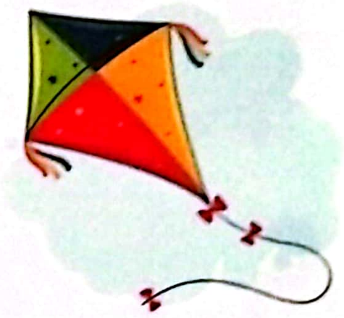
I can smell with

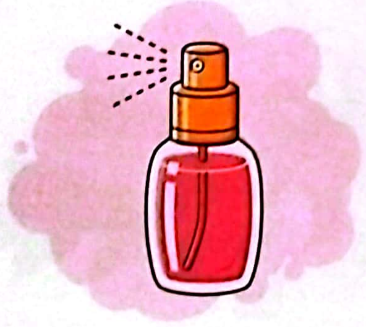
my ....

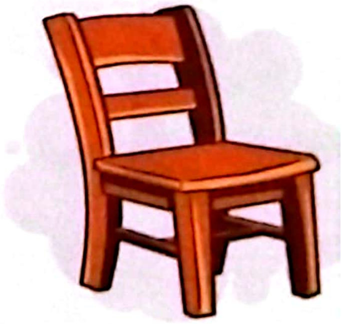
(nose – hands – eyes)











Notes for parents

- Help your child to find out that the nose is the organ of smell.
- Tell your child that with help of the nose we can differentiate between different smells.
- **Integration of subjects** : Science (characteristics of living organisms) – English (reading and writing).
- **Life skills** : Observation – Realize relationships.

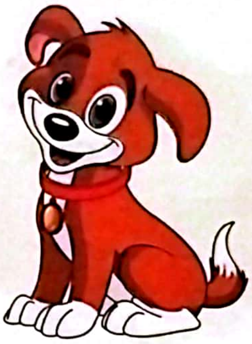
5. Taste

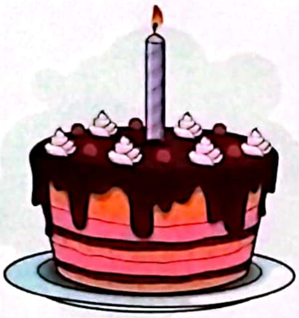
Activity **Circle the items that you can taste, then choose the correct answer.**

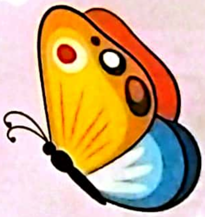
I can taste with

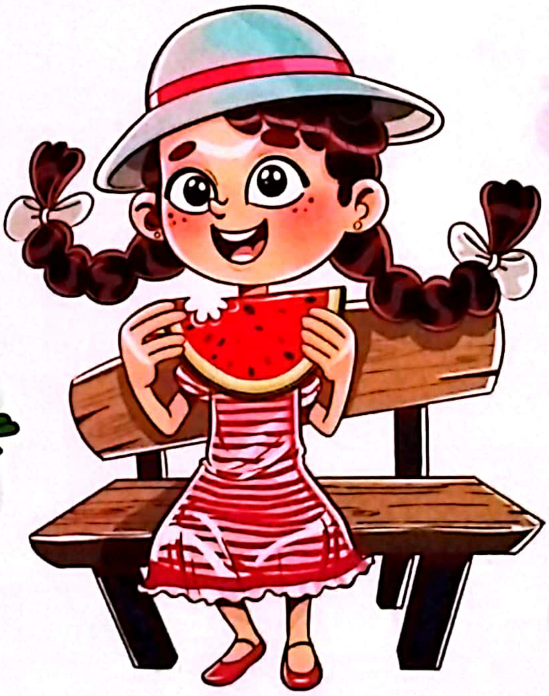
my ....

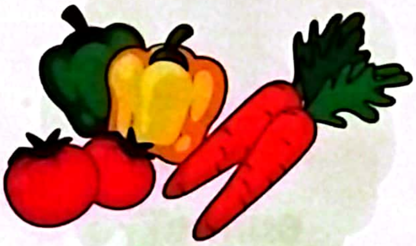
(eyes – ears – tongue)

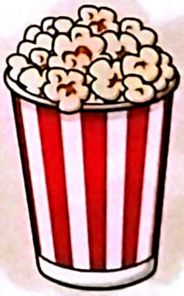








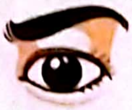
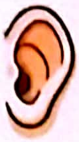
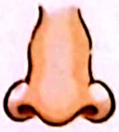
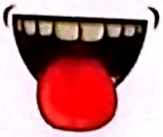
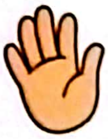
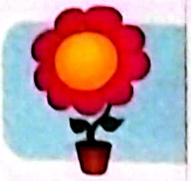
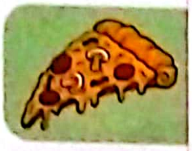
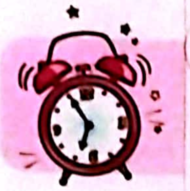
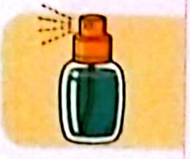
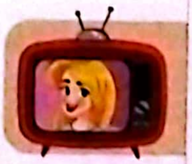
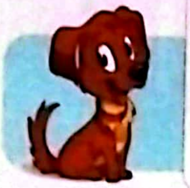




- Help your child to find out that the tongue is the organ of taste.
- Tell your child that with help of tongue we can differentiate between different tastes.
- **Integration of subjects** : Science (characteristics of living organisms) – English (reading and writing).
- **Life skills** : Observation – Realize relationships.

6. My Five Senses

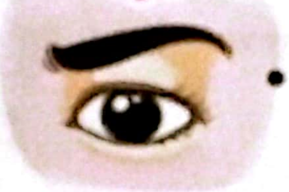
Activity ① Put ✓ at the sense you can use to recognize the following objects as the example given.

	Sight	Hearing	Smell	Taste	Touch
					
	✓	○	✓	○	✓
	○	○	○	○	○
	○	○	○	○	○
	○	○	○	○	○
	○	○	○	○	○
	○	○	○	○	○

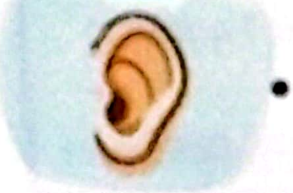
Notes for parents

- Have a discussion with your child to find out how many senses are used to recognize each object.
- **Integration of subjects :** Science (the five senses) – English (reading).
- **Life skills :** Observation – Differentiation – Realize relationships.

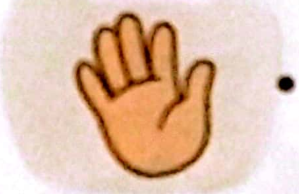
Activity 2 Trace the words, then match each organ with the suitable sense.



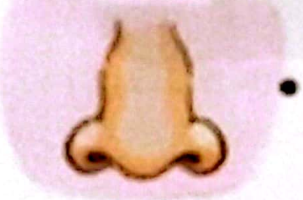
Eye



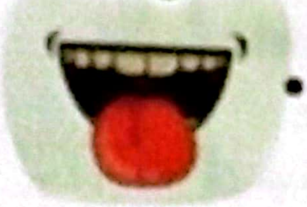
Ear



Hand



Nose



Tongue

Hearing

Touch

Smell

Taste

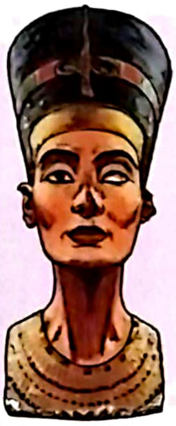
Sight

- Help your child to match each organ with the suitable sense.
- **Integration of subjects** : Science (the five senses) – English (reading and writing).
- **Life skills** : Observation – Differentiation – Realize relationships.

Lesson 4

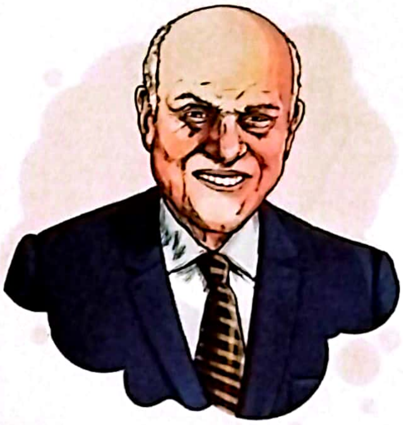
Introduction

Activity ① **Read the following paragraphs, then stick your photo and complete the sentences.**



My name is Nefertiti.
I am an ancient Egyptian woman.
I am a pharaonic queen.

My name is Magdi Yacoub.
I am a famous Egyptian doctor.
I am a cardiac surgeon.
I wear glasses.



Stick your photo

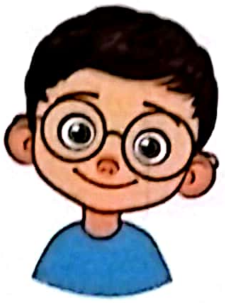
My name is ....
I am .... years old.
I have .... hair.

Notes for parents

- Help your child to introduce him/herself by asking him/her some questions.
- **Integration of subjects** : Social studies (respect differences among his/her friends) – English (reading and writing).
- **Life skills** : Self-expression – Communication – Respect diversity.

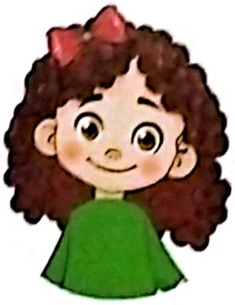
Activity 2 Complete the following table as the example given.

Adel



Adel and Rana
have some
similarities and
some differences.

Rana



	Adel	Rana
- I wear glasses	✓	✗
- I have a nose		
- I have blue eyes		
- I have short hair		
- I have a mouth		
- I have two ears		
- I have brown eyes		
- I have long hair		

- Help your child to identify similarities and differences among his/her friends and respect the differences of others.
- Discuss the similarities and differences among your family members with your child.
- **Integration of subjects** : Science (describe similarities and differences in humans) – English (reading) – Social studies (demonstrate respect for others).
- **Life skills** : Realize relationships – Differentiation – Respect diversity.

Lesson 5

More Introduction

Activity Read the following paragraphs, then stick each picture in the suitable place.

- My name is Soha.
- I like eating eggs.
- I like drinking milk.
- I like playing piano.
- I like reading books.

- My name is Adam.
- I like eating fruits.
- I like drinking orange juice.
- I like playing football.
- I like drawing.

Soha likes

Stick here

Stick here

Stick here

Stick here

Adam likes

Stick here

Stick here

Stick here

Stick here

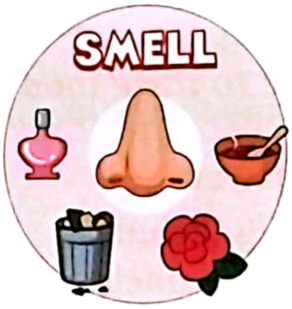
Note
The stickers are at the end of the book

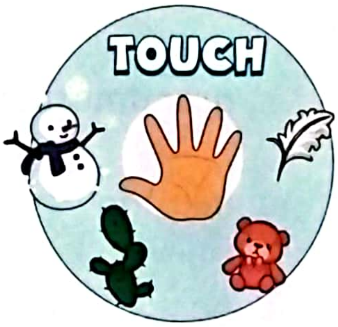
- Help your child to stick each picture in the suitable place.
- Have a discussion with your child about his/her likes and dislikes.
- **Integration of subjects** : Social studies (express self in a diversity of ways) – English (reading).
- **Life skills** : Realize relationships – Differentiation.

I Have Learned That

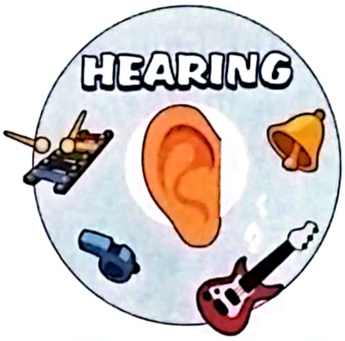
I have five senses.

I can smell with my nose

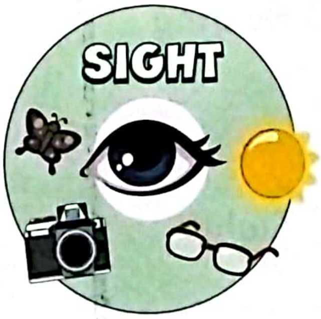




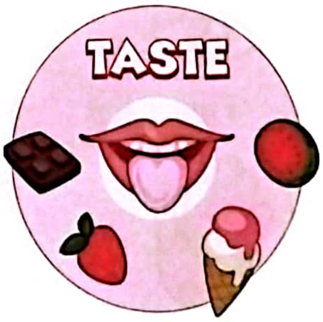
I can touch with my hands



I can hear with my ears



I can see with my eyes



I can taste with my tongue

Quiz
On Chapter One

1 Put (✓) or (✗) :

1. I can smell with my eyes. (   )
2. The extended family includes cousin and grandfather. (   )
3. I have two senses only. (   )
4. I can use my tongue to taste food. (   )

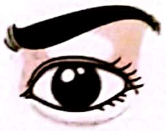
---

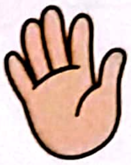
2 Choose the correct answer :

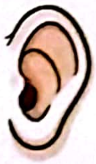
1. The immediate family includes ....
   a. mother. b. uncle. c. grandmother.
2. We use .... sense to see things.
   a. touch b. sight c. hearing
3. I can smell a flower with my ....
   a. eyes. b. tongue. c. nose.
4. Ears help us to .... music.
   a. hear b. see c. touch

---

3 Match the organ with the suitable sense :

1.  Eye • • ⓐ Hearing

2.  Hand • • ⓑ Sight

3.  Ear • • ⓒ Touch

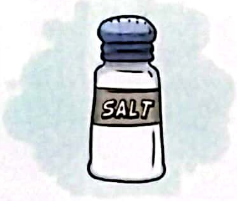
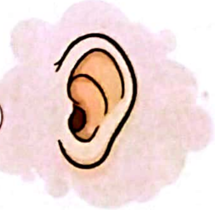
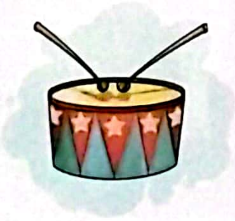
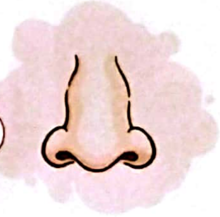
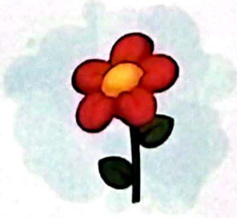
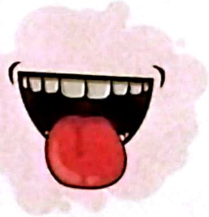
4 **Complete the following sentences using the words below :**

(five – differences – aunt – tongue)

1. People have similarities and also have ....
2. I can taste with my ....
3. My .... is a member of the extended family.
4. I have .... senses.

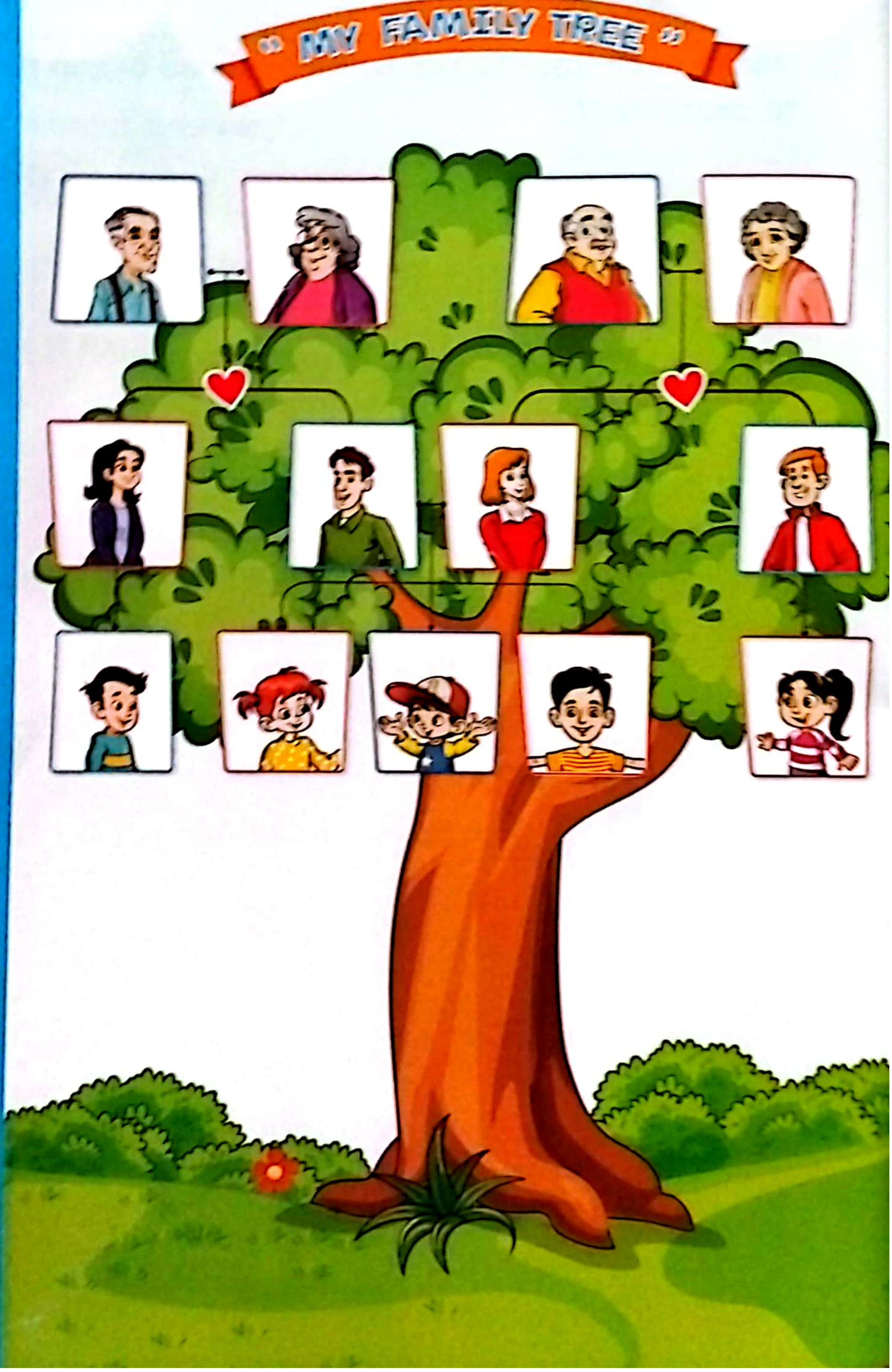
---

5 **Match each item to the suitable sense organ that can be used to examine it :**

Items	**Organs**
1.  •	•ⓐ 
2.  •	•ⓑ 
3.  •	•ⓒ 

CHAPTER TWO

Family Tree


" MY FAMILY TREE "

Learning outcomes

By the end of this chapter, your child will be able to :

- Identify daily routine of his/her family.
- Act out and analyze daily routines.
- Explore the concept of patterns.
- Identify the term "offspring".
- Match baby and adult animals.
- Study and review stages of the human life cycle.
- Begin to make connections between animal offspring and the life cycle of a human.
- Review the life cycle of a human.
- Identify the stages and structures of the life cycle of a plant.
- Compare and contrast the life cycle of a human to that of a plant to understand the concept of "offspring".
- Identify members of extended family.
- Complete family tree, including extended family members.

Key vocabulary

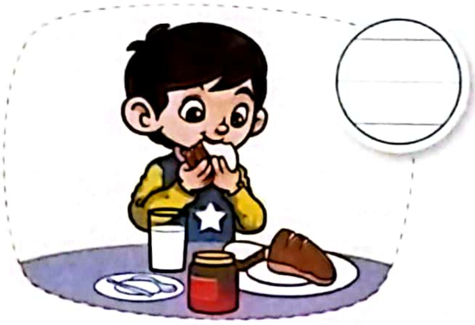
- Offspring
- Child
- Roots
- Extended family
- Uncle
- Sister
- Parent
- Teenager
- Stem
- Grandmother
- Cousin
- Brother
- Adult
- Seed
- Leaves
- Grandfather
- Father
- Routine
- Baby
- Sprout
- Flower
- Aunt
- Mother

Lesson 1

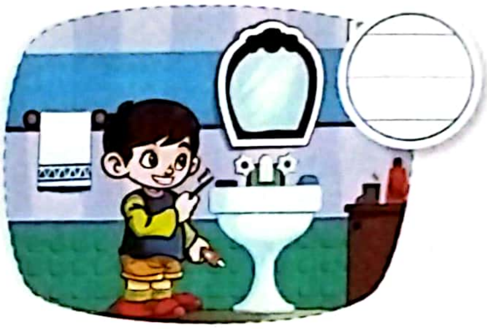
Mixed-Up Routine

Activity Order the following pictures of the daily routine activities.

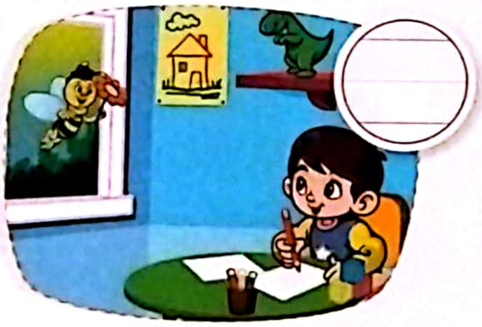
Daily routine:
They are activities that we do everyday.



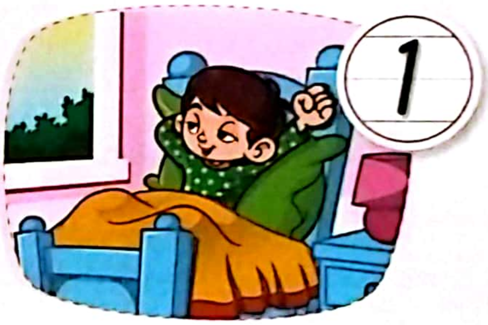
I eat my breakfast.



I brush my teeth in the morning.

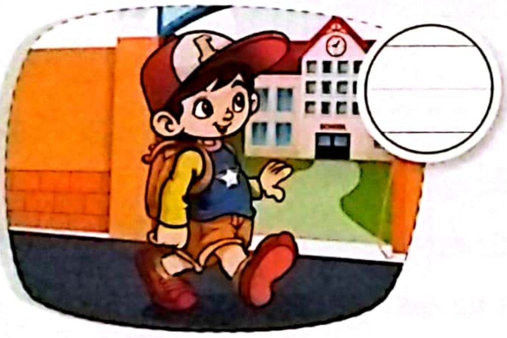


I do my homework.

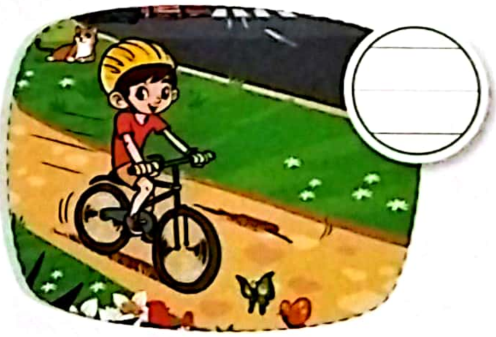


1

I get up in the morning.



I go to school.



I ride a bike.

Notes for parents

- Let your child order the pictures of the daily routine activities.
- Discuss the daily routine activities your child does and how similar they are to the activities his/her friends and other family members do daily.
- **Integration of subjects :** Social studies (explain daily routine) – Math (writing numbers) – English (reading).
- **Life skills :** Self-expression – Setting clear goals – Realize relationships.

Lesson 2

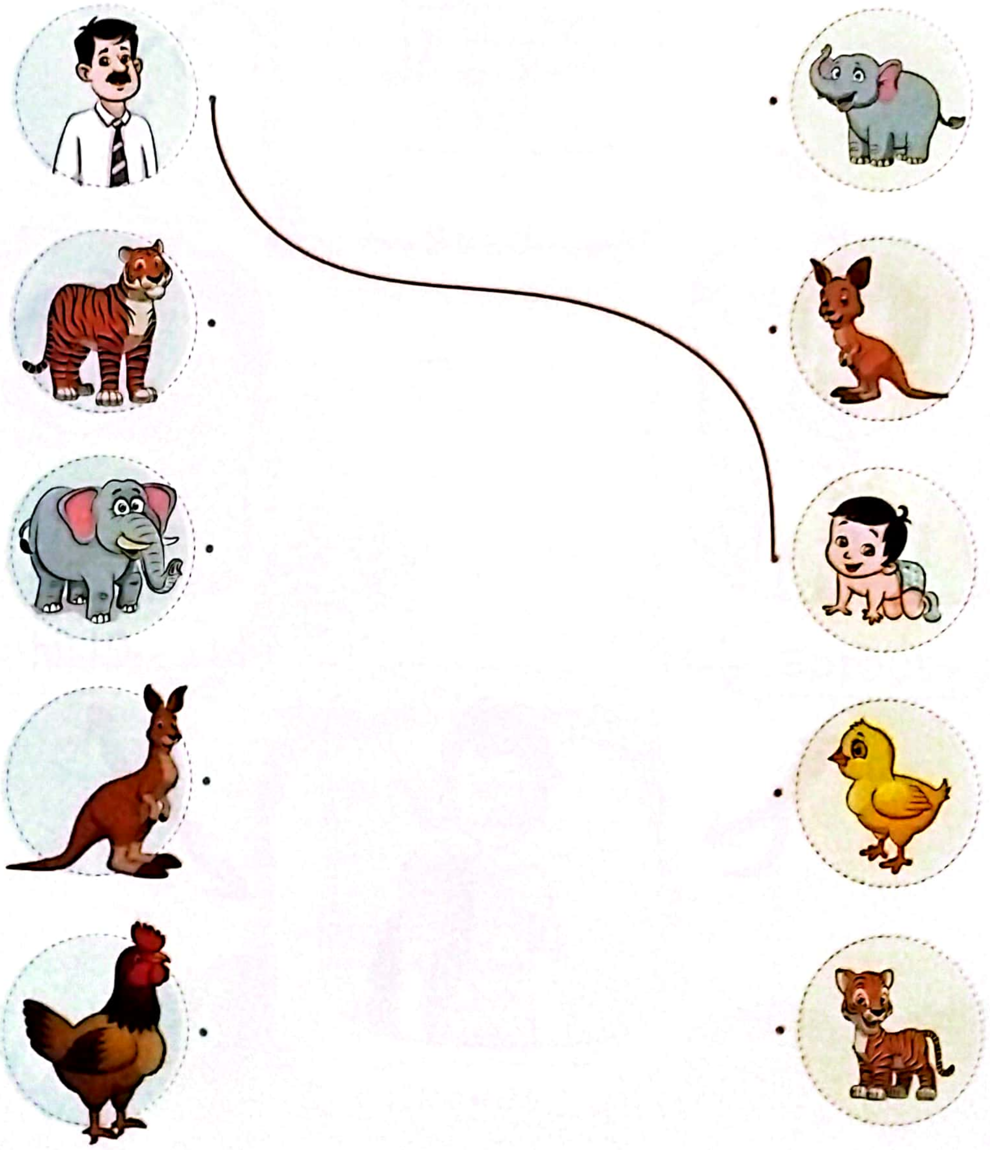
Adults And Babies

Activity Match each adult to its baby as the example given.

Play & learn

Parents
(Adults)

Babies
(offspring)



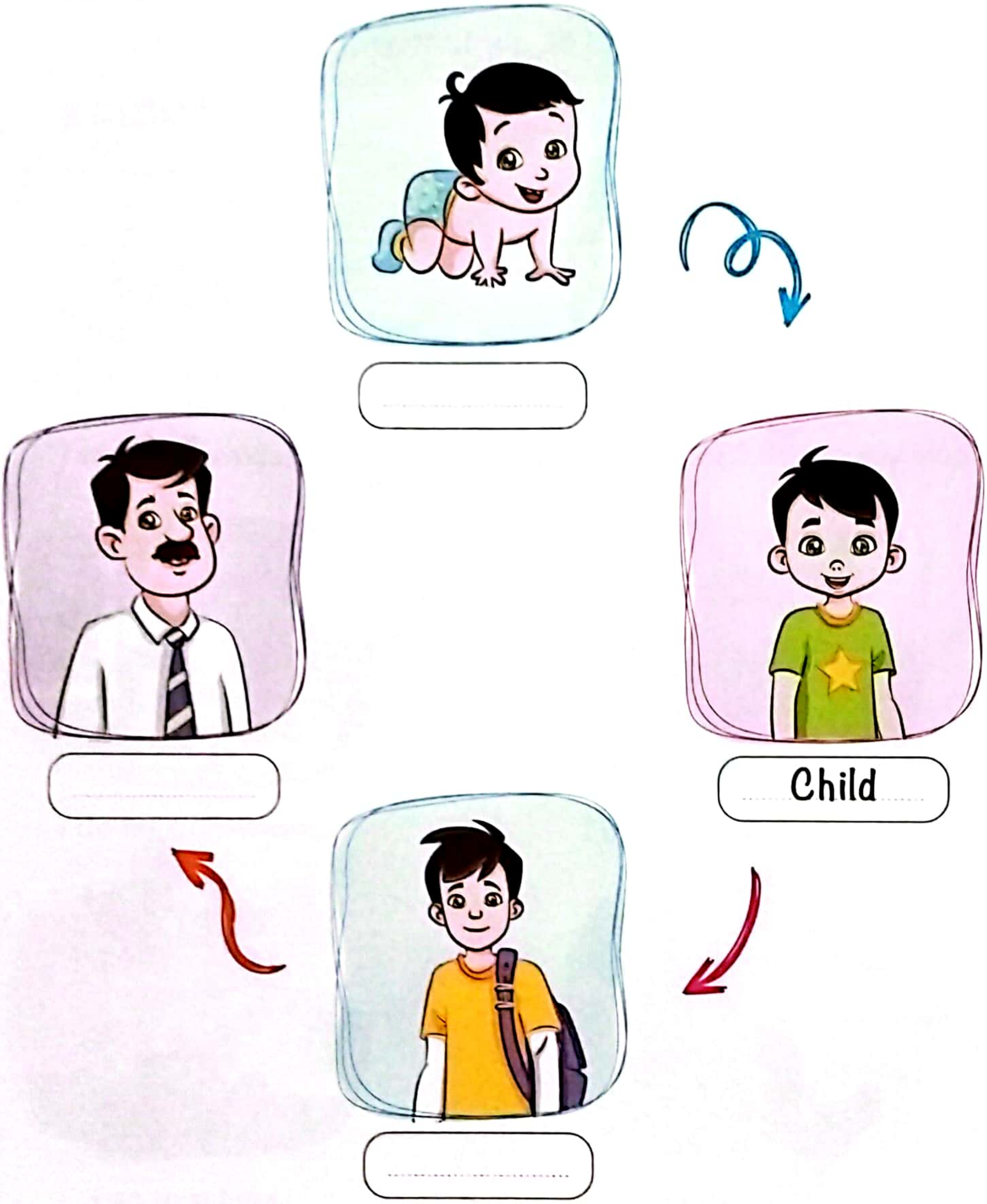
- Let your child match each parent (adult) to its baby (offspring).
- Tell your child that each baby (offspring) has a parent (adult).
- **Integration of subjects** : Science (babies and adults) – English (reading).
- **Life skills** : Observation – Realize relationships.

Lesson 3

1. Life Stages Of A Human

Activity Complete the human life cycle using the given words.

(Teenager – Baby – Child – Adult)



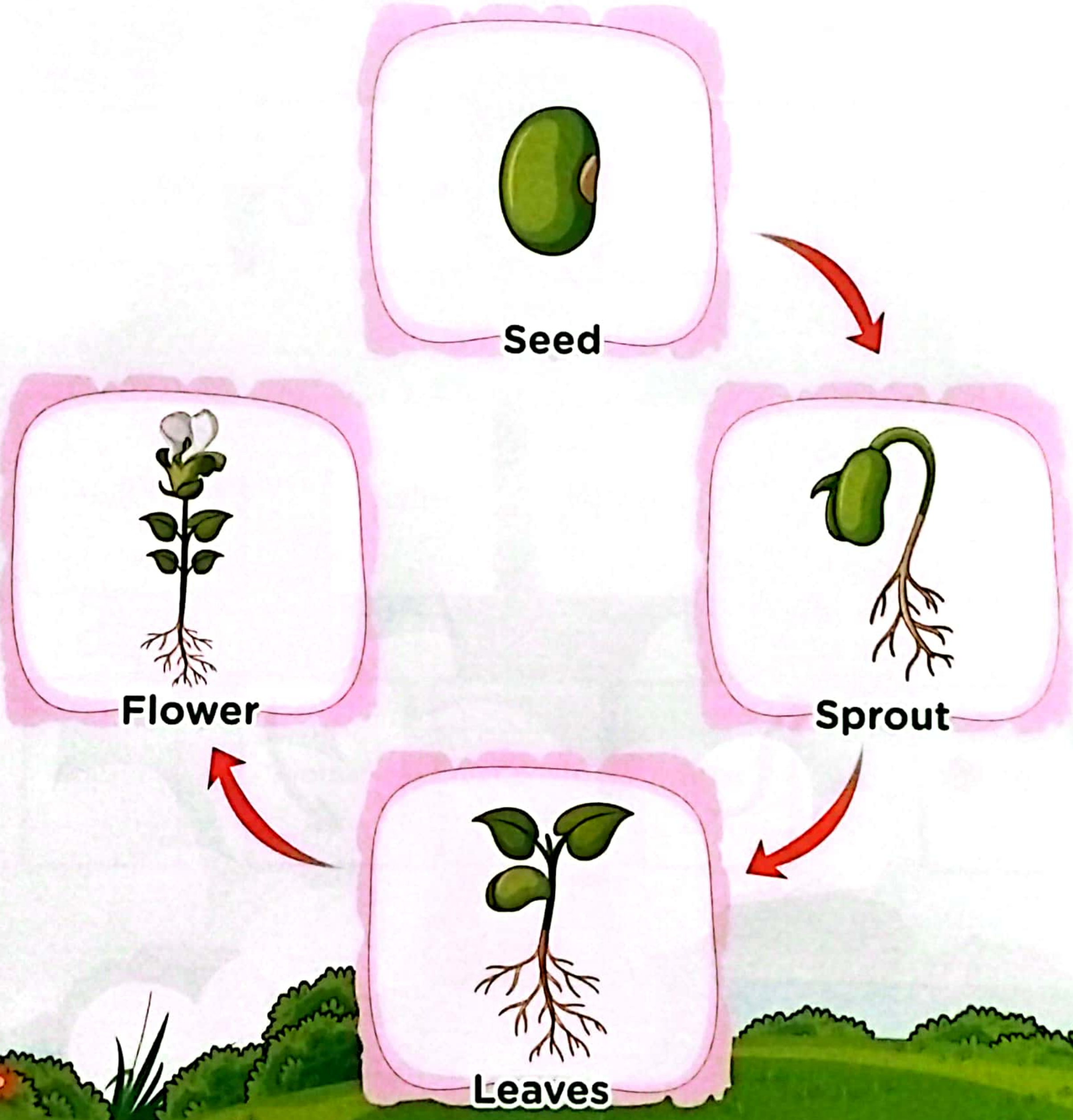
Notes for parents

- Help your child to complete the human life cycle.
- Tell your child that the stages of human life cycle are arranged as follows :
  Baby → Child → Teenager → Adult.
- **Integration of subjects** : Science (stages of human life cycle) – English (reading and writing).
- **Life skills** : Observation – Realize relationships.

2. Life Cycle Of A Plant

Activity ① Read and learn.

- **Plants grow like humans and animals as follows:**



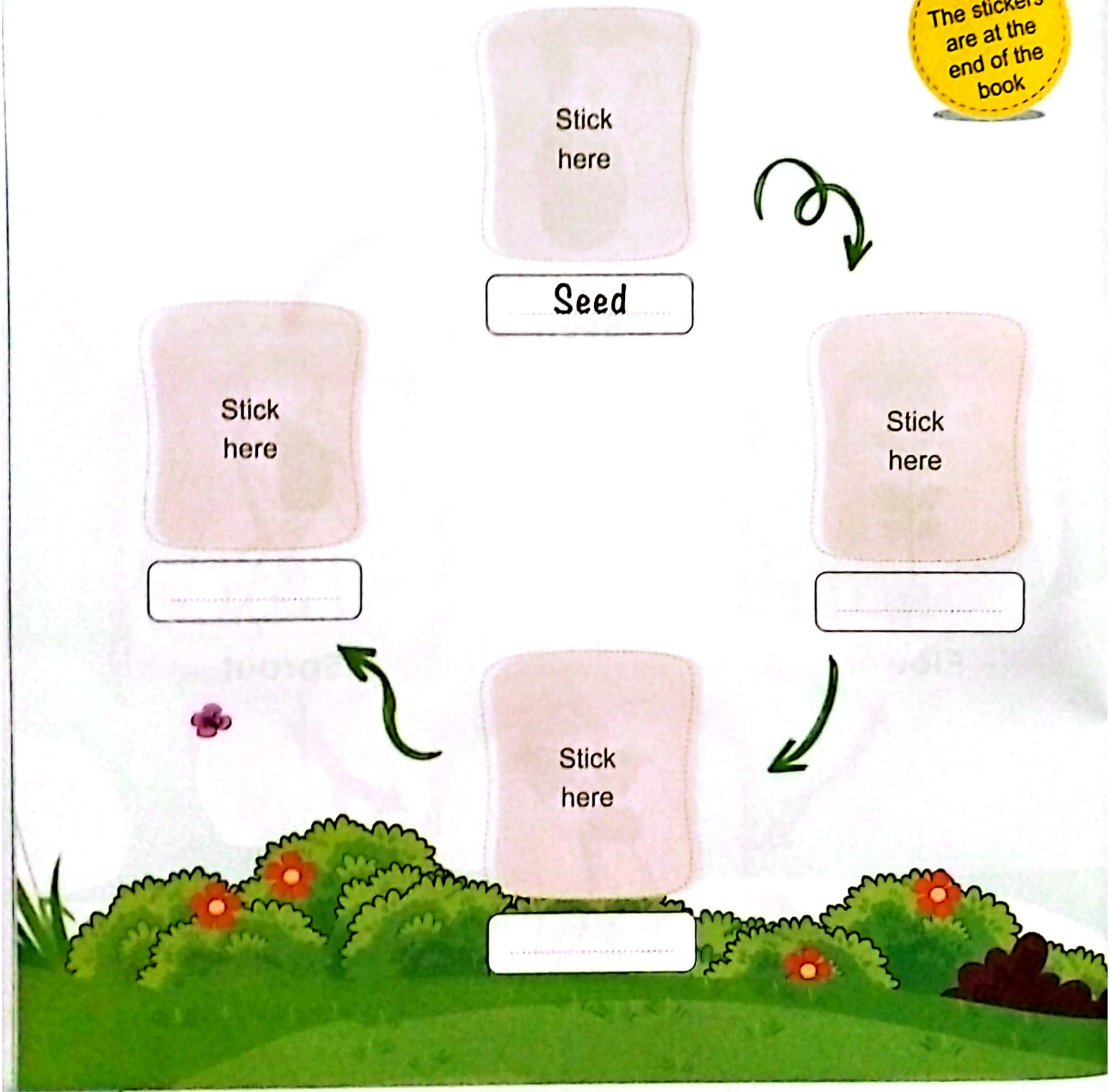
- Tell your child that the stages of plant life cycle are arranged as follows:
  Seed → Sprout → Leaves → Flower.
- Tell your child that the flower (parent) produces a seed (offspring) that we can plant and start the cycle over again.
- **Integration of subjects** : Science (stages of plant life cycle) – English (reading and writing).
- **Life skills** : Observation – Collecting data.

Activity 2

Complete the stages of the plant life cycle using the given words, then stick each picture at the suitable stage.

(Leaves – Seed – Sprout – Flower)

Note
The stickers are at the end of the book

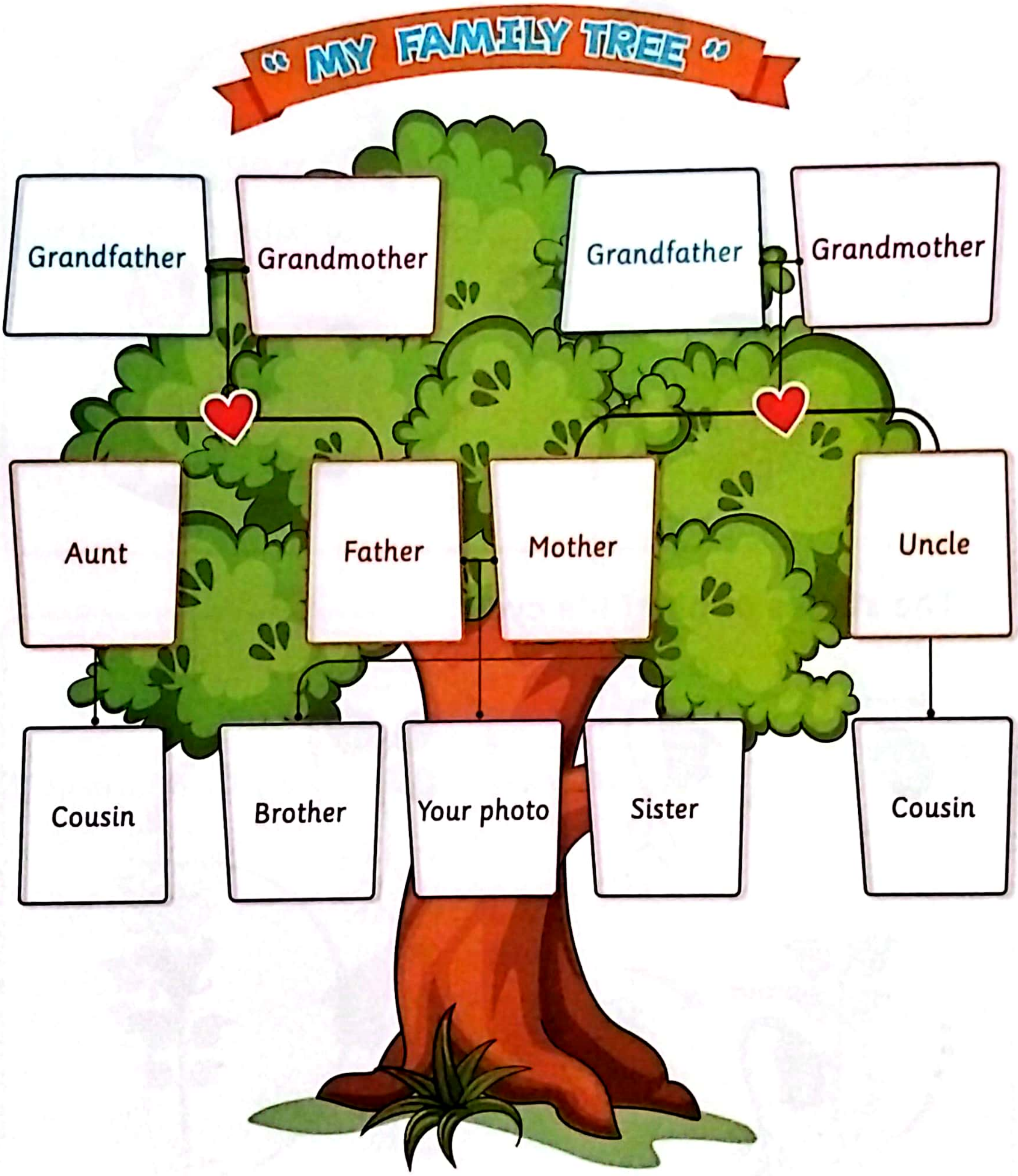


Notes for parents

- Help your child to complete the stages of plant life cycle, then stick each picture at the suitable stage.
- **Integration of subjects** : Science (stages of plant life cycle) – English (reading and writing).
- **Life skills** : Critical thinking – Realize relationships.

3. My Family Tree

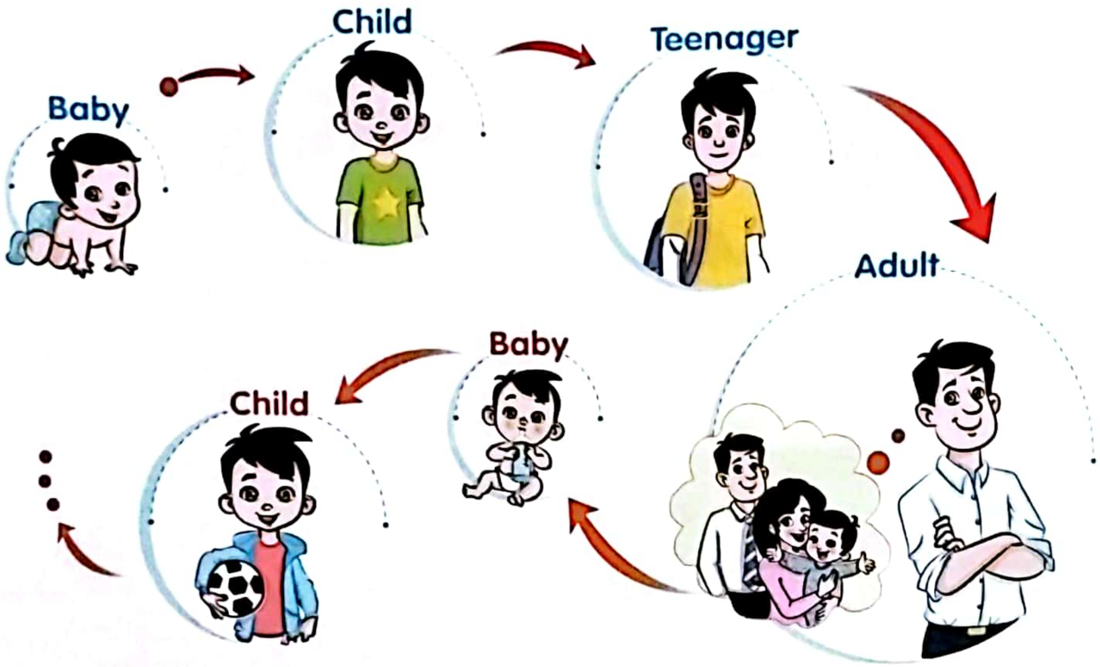
- **Stick the photos of your extended family members.**


" MY FAMILY TREE "
Grandfather
Grandmother
Grandfather
Grandmother
Aunt
Father
Mother
Uncle
Cousin
Brother
Your photo
Sister
Cousin

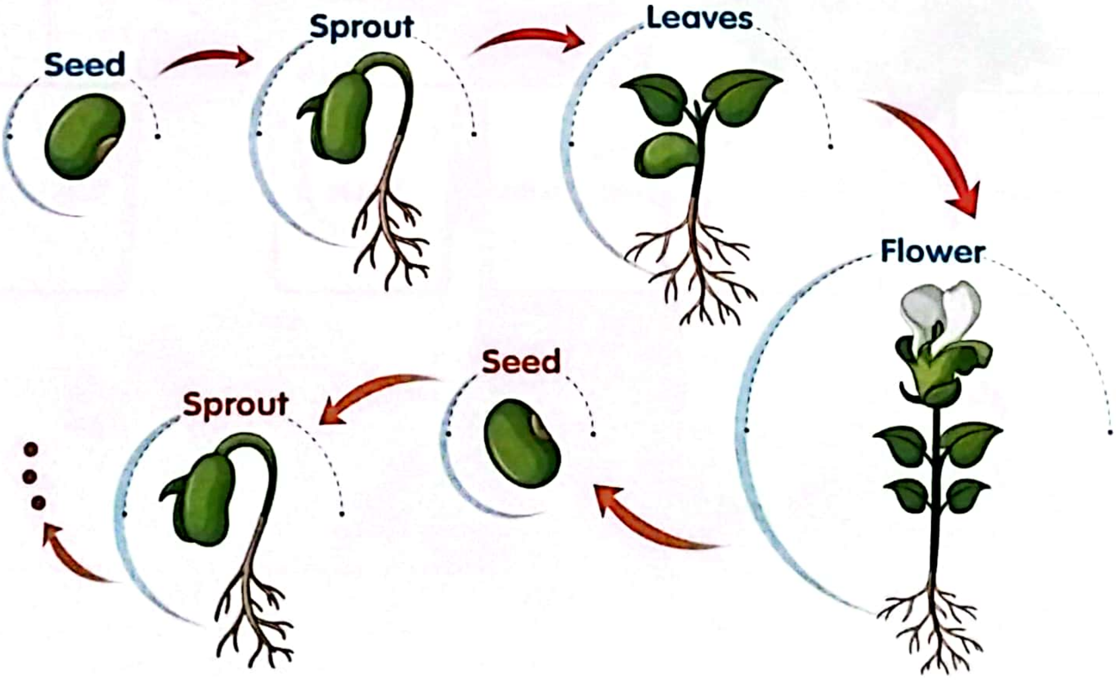
- Help your child to stick the photos of his/her extended family members to make his/her own family tree.

I Have Learned That

The stages of human life cycle.


Baby
Child
Teenager
Adult
Baby
Child

The stages of plant life cycle.


Seed
Sprout
Leaves
Flower
Seed
Sprout

Quiz
On Chapter Two

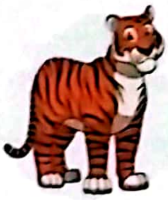
1 **Complete the following sentences using the words below :**

(seed – routine – baby)

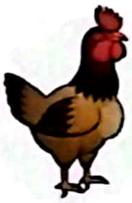
1. The first stage of the human life cycle is ....
2. The daily .... are activities that we do everyday.
3. The first stage of the plant life cycle is ....

2 **Match each adult to its baby :**

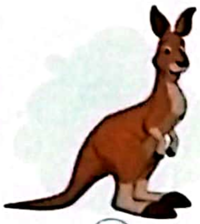
Adults



①



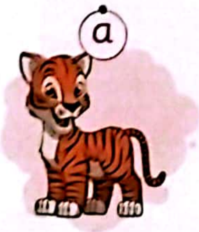
②



③

Babies

ⓐ



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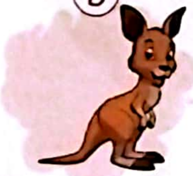

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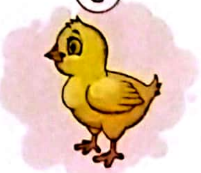
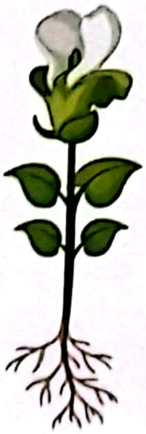
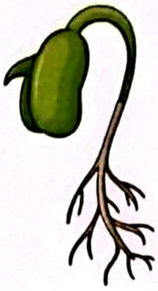


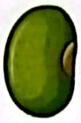
3 **Rearrange the stages of the plant life cycle :**



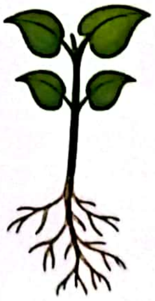
Flower



Sprout



Seed

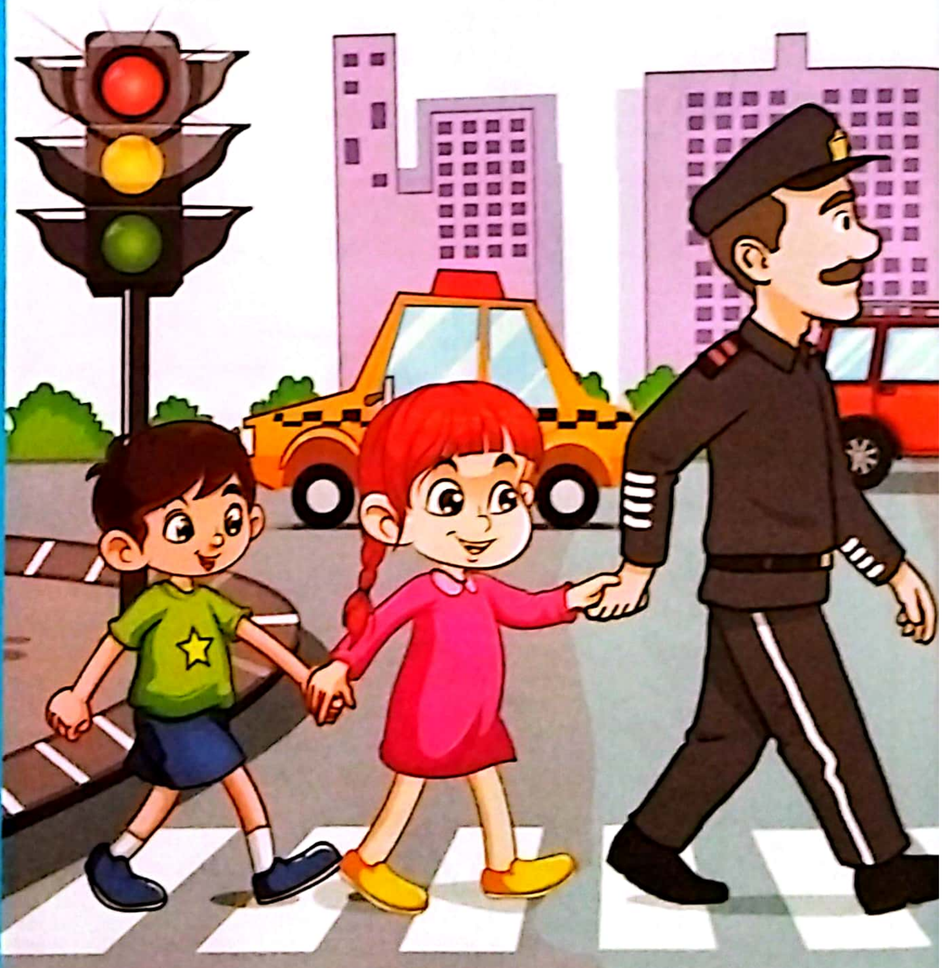


Leaves

1. .... ⟶ 2. .... ⟶ 3. .... ⟶ 4. ....

CHAPTER THREE

Our Community



Learning outcomes

By the end of this chapter, your child will be able to :

- Recognize that he/she belongs to a community.
- Identify and analyze rights of community members at the school and in the neighborhood.
- Identify and analyze responsibilities of community members at school and in the neighborhood.
- Discuss ways to respectfully solve problems.
- Identify and compare jobs at home and at school.
- Discuss the jobs of family members.
- Describe community helpers and identify where important community helpers work.
- Identify industrial establishments that are most common in the area.
- Connect workers with tools that are appropriate to the job.

Key vocabulary

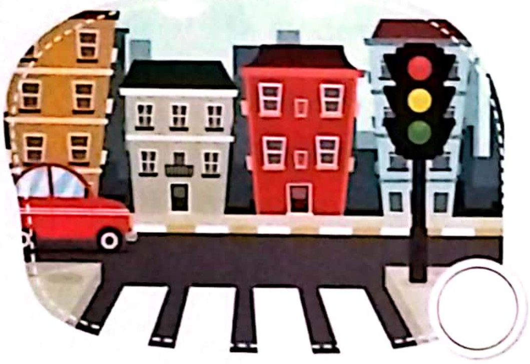
- Community
- Rules
- Rights
- Community helper
- Responsibility

Lesson 1

1. Our Rights

Activity ① Put (✓) at the picture that you see in your community.

Community:
It is a group of people living, working or playing together.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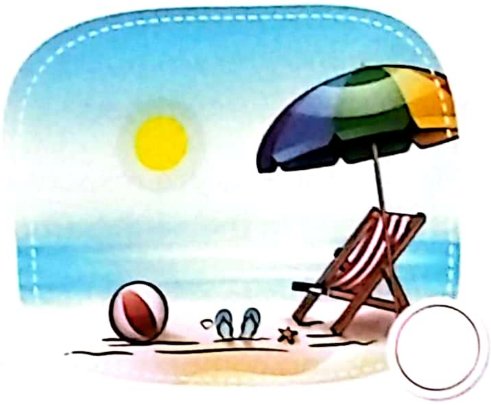
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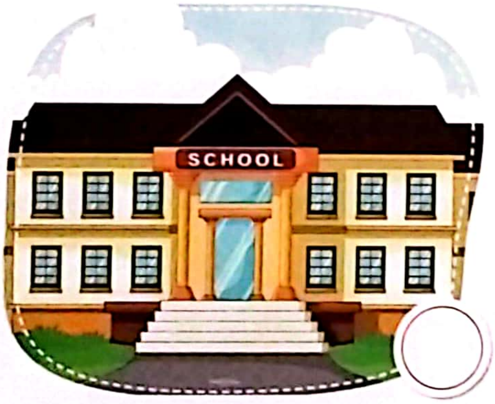

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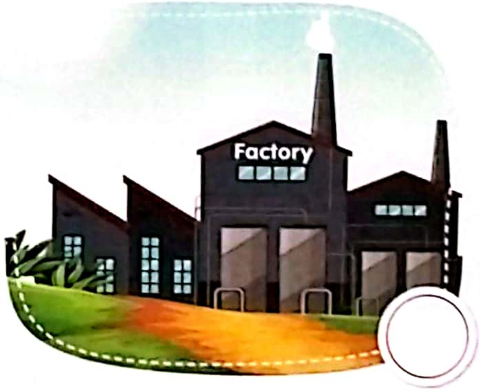

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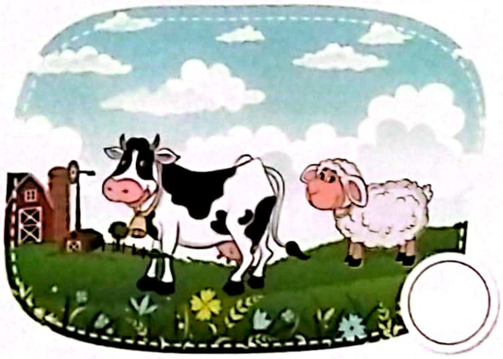
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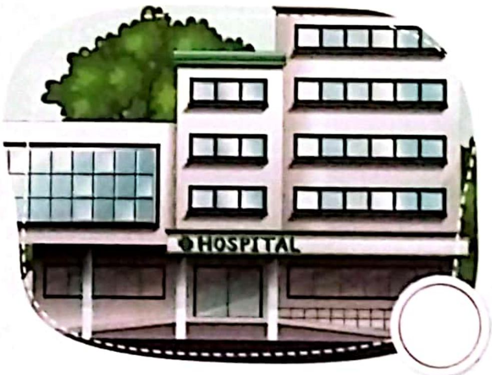

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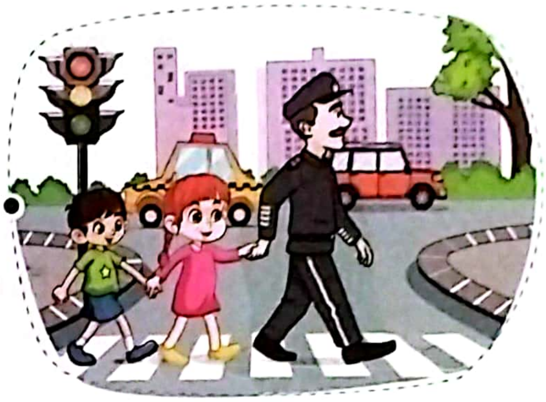
Notes for parents

- Have a discussion with your child about other things or buildings in his/her community like supermarkets, shops, police stations, ... etc.
- Integration of subjects : Social studies (our community) – English (reading).
- Life skills : Observation – Critical thinking – Realize relationships.

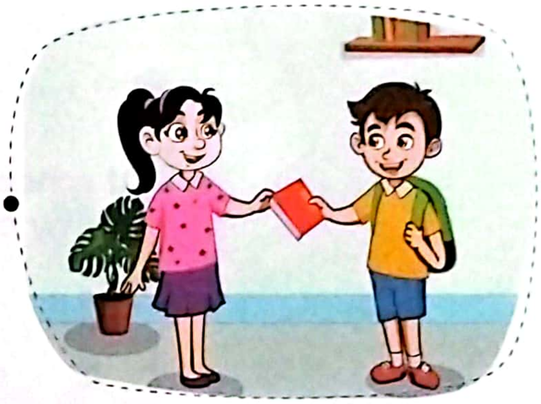
Activity ② Match each sentence with the suitable picture.

Right:
It is something you deserve.

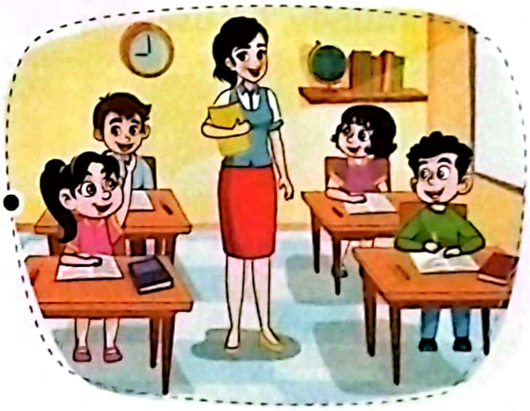
We have the right to **learn** ●



We have the right to **be safe** ●



We have the right to **share ideas** ●



- Tell your child that each member in the community has the right to learn, be safe and share ideas.
- **Integration of subjects** : Economics and applied sciences (describe personal rights as a member of the community) – English (reading)
- **Life skills** : Observation – Realize relationships – Collecting data.

2. Rules

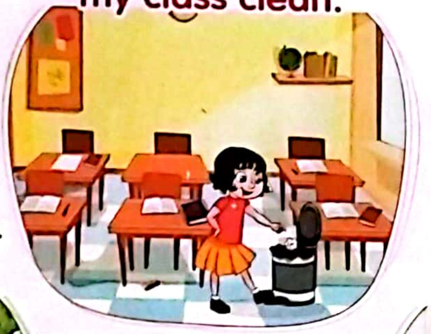
Activity ① **Read and learn.**

Responsibility:

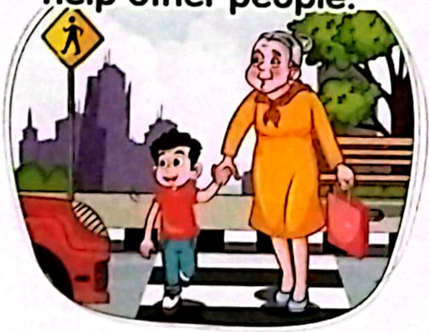
It is something you are expected to take care of or do.

I have responsibilities at community, school and home.

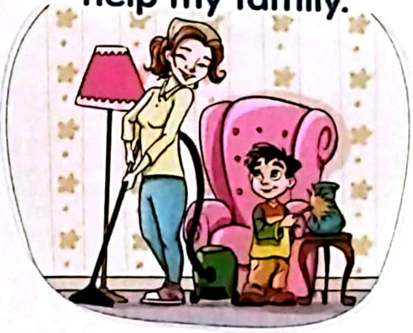
At school, I must keep my class clean.



At community, I must help other people.



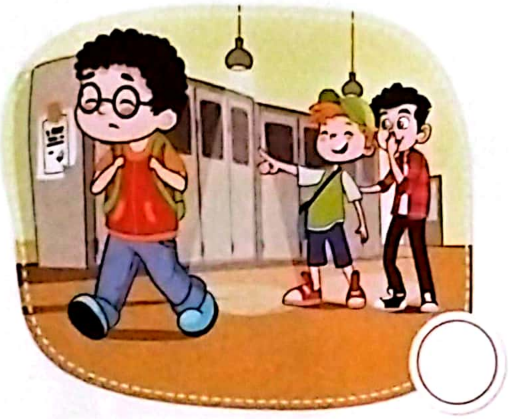
At home, I must help my family.



Notes for parents

- Tell your child that each community member has responsibilities at community, home, school, ... etc.
- **Integration of subjects** : Economics and applied Sciences (describe personal responsibilities as a member of the community) – English (reading).
- **Life skills** : Observation – Collecting data.

Activity 2 Color the circles of right behavior in green and the circles of wrong behavior in red .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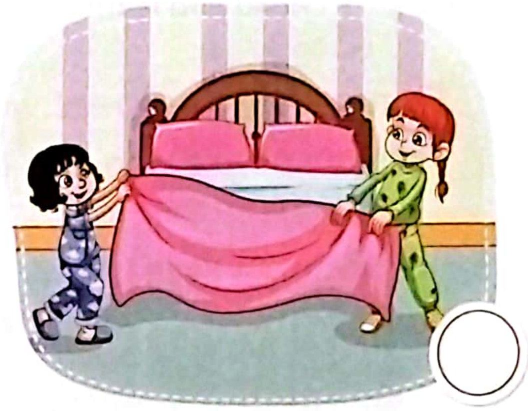
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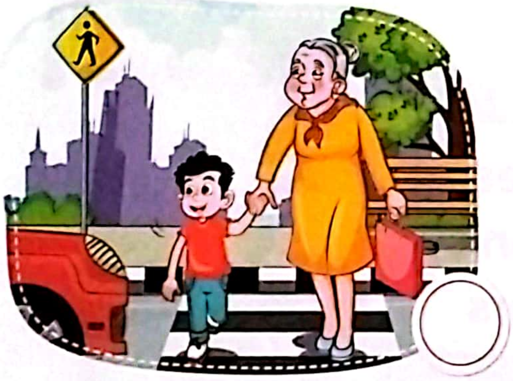
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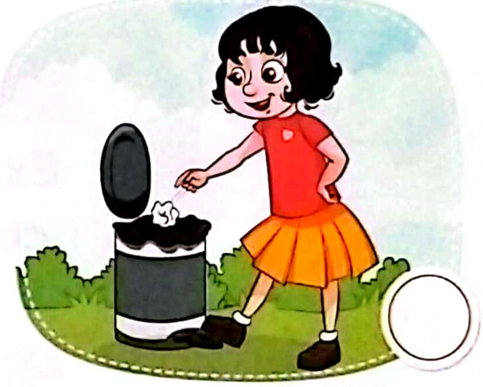
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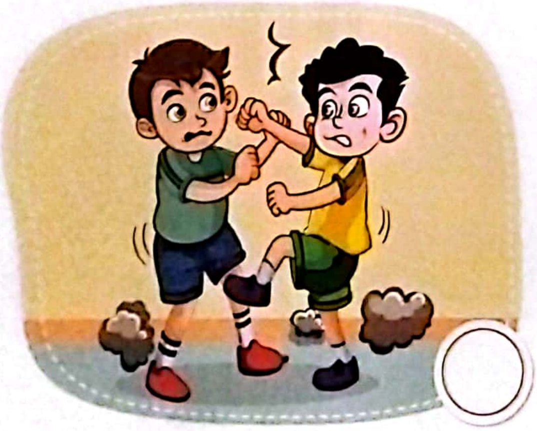
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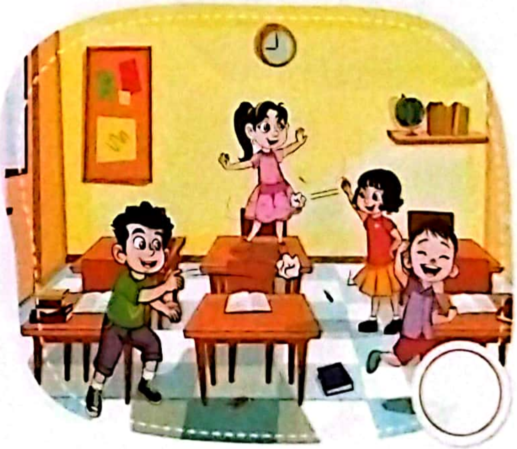
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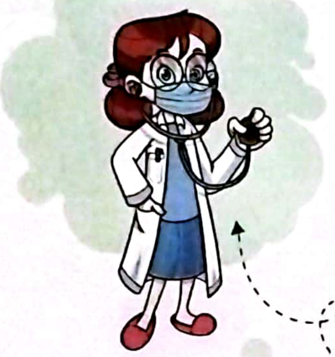
- Have a discussion with your child about other examples of good behaviors and wrong behaviors.
- **Integration of subjects** : Social studies (good and bad behaviors) – English (reading).
- **Life skills** : Observation – Critical thinking – Differentiation.

Lesson 2 Community Helpers

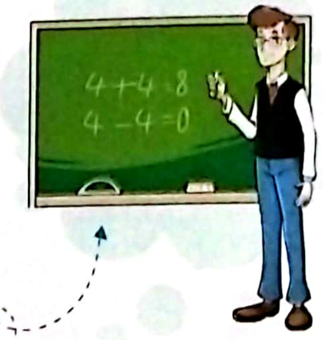
Activity ① Read and learn.

Community helpers:
They are people who help us in the community.

Doctor

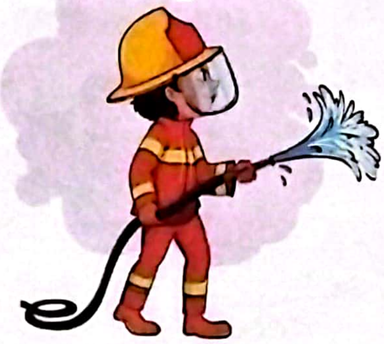


Teacher

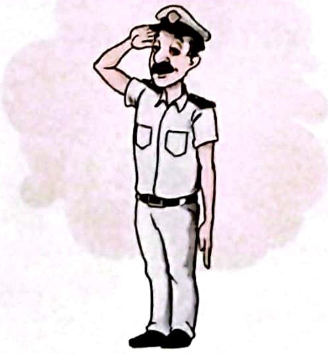


Examples of community helpers

Firefighter



Police officer

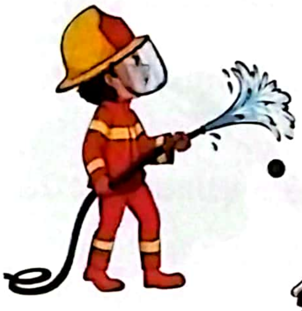


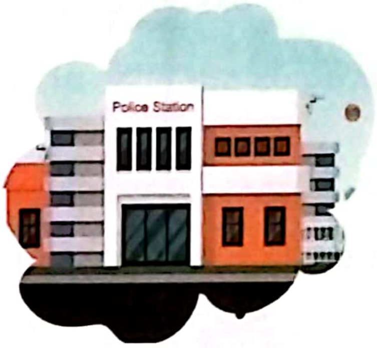
Notes for parents

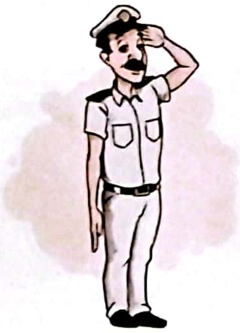
- Elicit the meaning of community helper from your child.
- Discuss with your child other examples of community helpers in his/her community.
- **Integration of subjects :** Vocational fields (community helpers) – English (reading).
- **Life skills :** Observation – Collecting data.

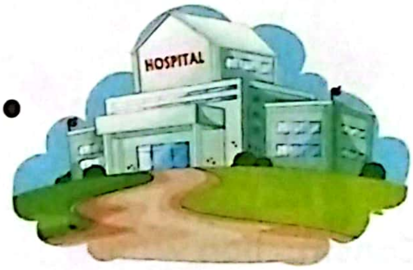
Activity ② Match each community helper with the place where he/she works.

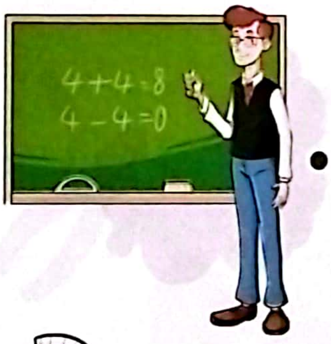
Community helper **Place**

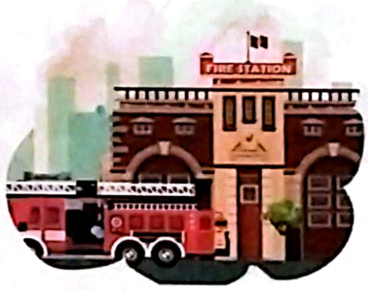


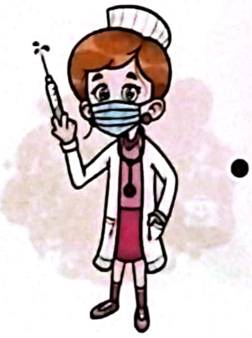

Police Station

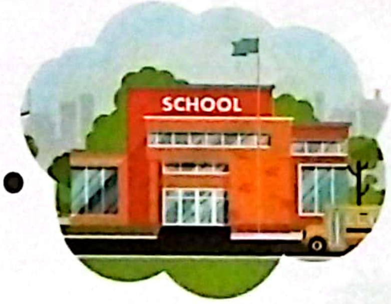







FIRE STATION





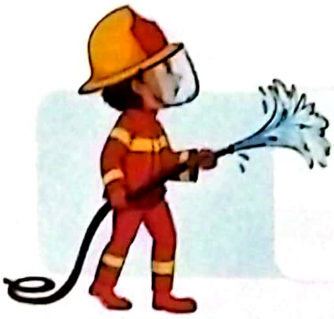
- Discuss other examples of community helpers in your community and the places where they work with your child.
- **Integration of subjects** : Vocational fields (community helpers) – English (reading).
- **Life skills** : Observation – Realize relationships.

Lesson 3

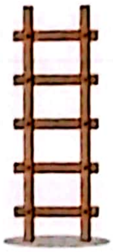
Worker Tools

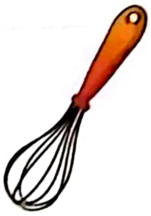
Activity Circle the tool that each worker uses in his work.

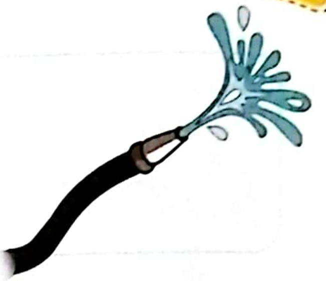
Note
You may choose more than one tool.

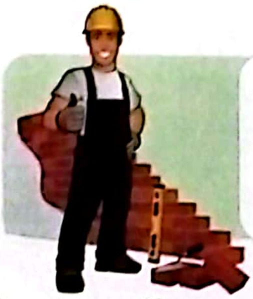


Firefighter

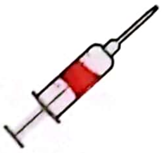


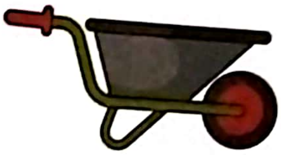


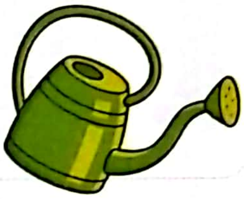


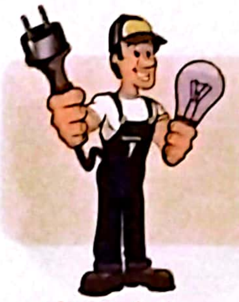


Construction worker

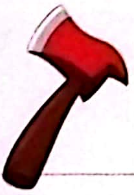


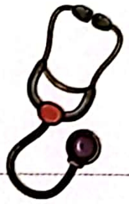


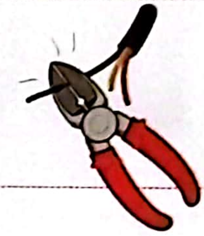


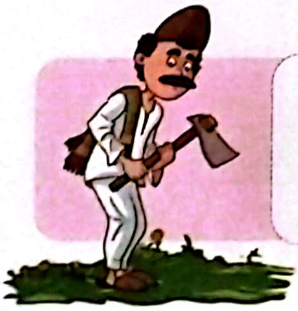


Electrician

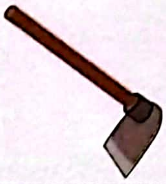


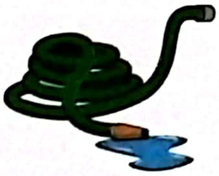


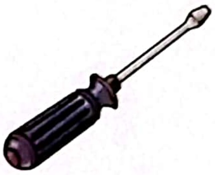




Farmer







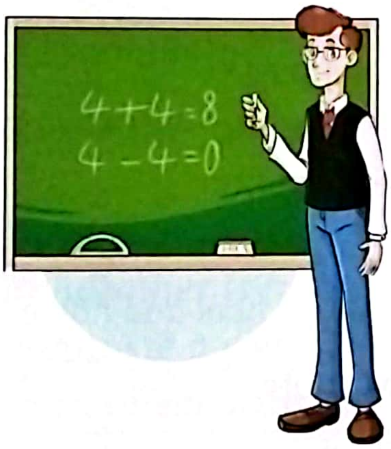
Notes for parents

- Have a discussion with your child about other examples of workers and the tools they use.
- Integration of subjects : Vocational fields (identify tools of different workers) – English (reading).
- Life skills : Observation – Realize relationships.

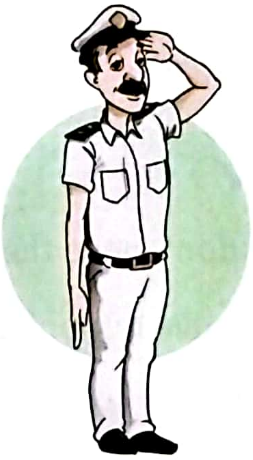
I Have Learned That

- **Community** is a group of people living, working or playing together.
- **Right** is something you deserve.
- **Responsibility** is something you are expected to take care of or do.
- **Community helpers** are people who help us in the community.

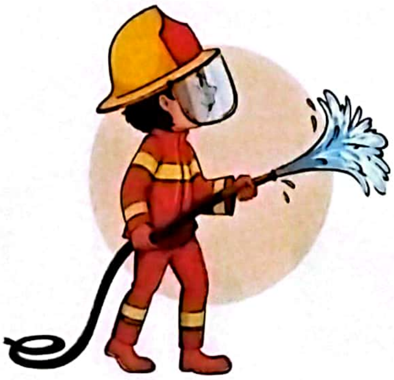
Community helpers such as :



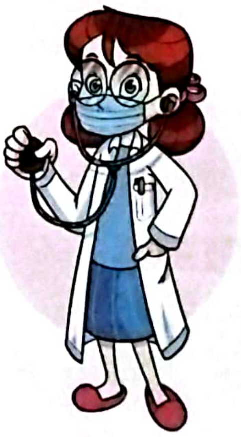
Teacher



Police officer



Firefighter



Doctor

Quiz
On Chapter Three

1 **Complete the following sentences using the words below :**

(school – right – doctor – community)

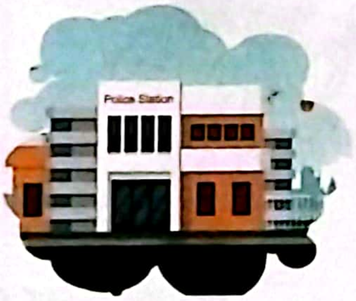
1. Something you deserve is called ....
2. At .... , I must keep my class clean.
3. The group of people living, working or playing together is called ....
4. The .... is from community helpers.

2 **Put (✓) or (✗) :**

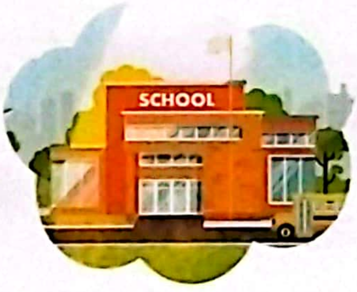
1. We don't have the right to learn. (   )
2. We have responsibilities at community, school and home. (   )
3. Different workers have different tools. (   )

3 **Write the suitable community helper that is found at each picture using the following words :**

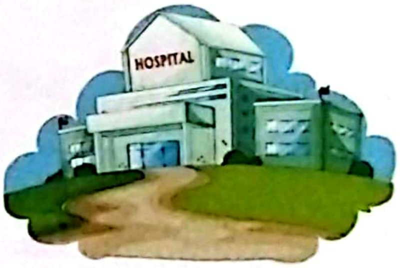
(Doctor – Police officer – Teacher)



1. ....



2. ....



3. ....

Quiz

On Theme 1

1 Choose the correct answer :

1. .... is something you are expected to take care of or do.
   a. Right b. Responsibility c. Community
2. .... are people who help us in the community.
   a. Community helpers b. Rights c. Responsibilities
3. The .... helps people to learn in school.
   a. doctor b. police officer c. teacher
4. We have the .... to be safe.
   a. community b. right c. responsibility

---

2 Complete the following sentences using the words below :

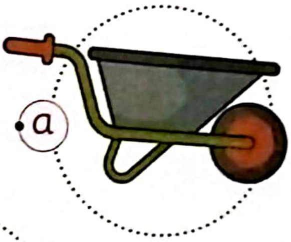
(extended – five – ears – tongue)

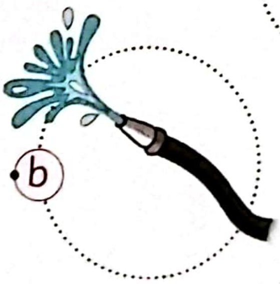
1. I have .... senses.
2. Grandfather is from my .... family.
3. I can taste a cake with my ....
4. We can hear with our ....

---

3 Match each worker with the suitable tool :

Workers	**Tools**
1. Firefighter •	
2. Electrician •	
3. Construction worker •	





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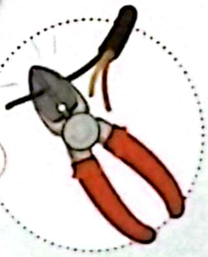
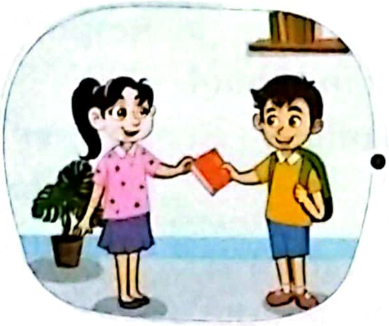
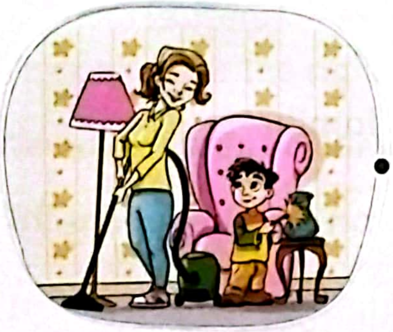


4 **Put (✓) or (✗) :**

1. We don't have the right to be safe. ( )
2. All community helpers have the same worker tools. ( )
3. Firefighter is from community helpers. ( )

5 **Match each picture with its description :**

1.  •

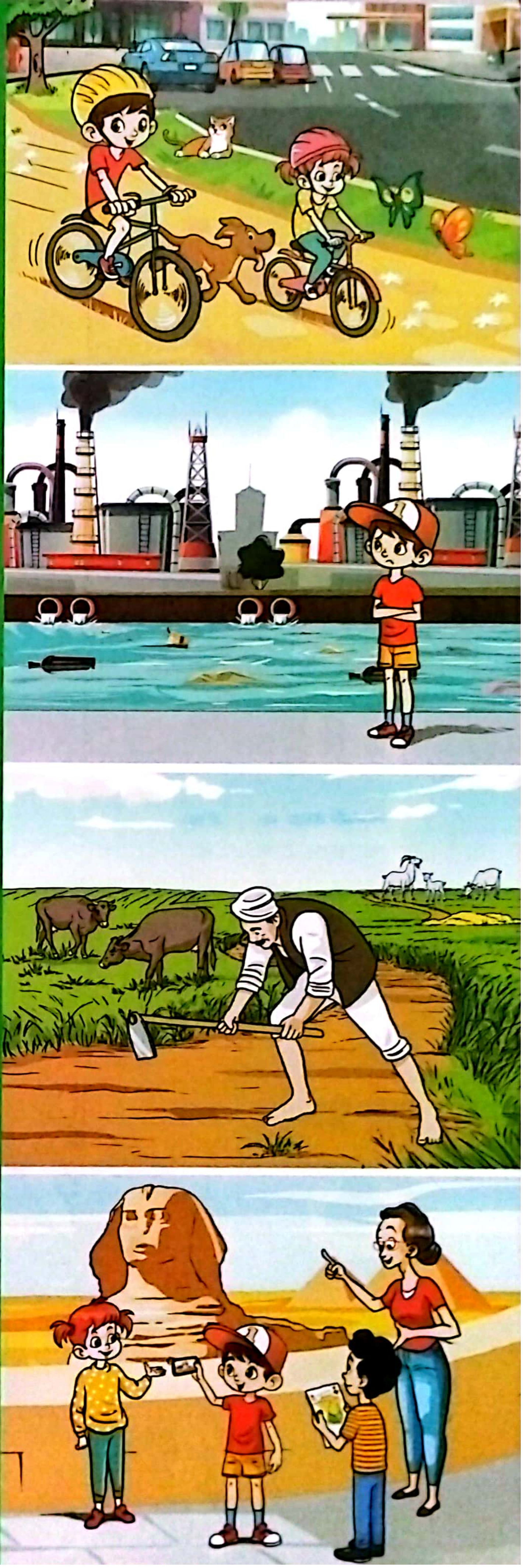
2.  •

•ⓐ At home, I must help my family.

•ⓑ We have the right to share ideas.

THEME 2

The World Around Me



CHAPTER ONE

Our Environment

Learning outcomes

By the end of this chapter, your child will be able to :

- Classify living and non-living things.
- Discover four attributes of living things.
- Recognize that all living things have offspring.
- Explore how the features of animals help them survive in different environments.
- Express understanding of environmental responsibility.

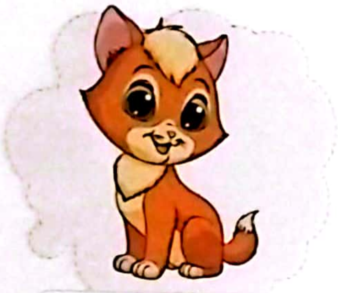
Key vocabulary

- Living
- Sort
- Environment
- Non-living
- Plants
- Delta
- Offspring
- Animals
- Desert

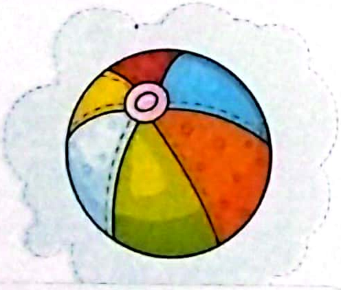
Lesson 1

Is it Living Thing ?

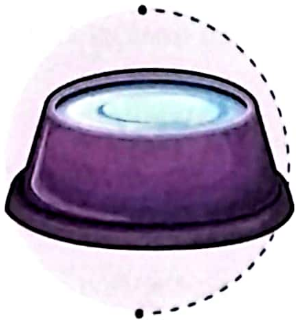
Activity ① Match each picture (cat or ball) to the sentences that describe their needs.



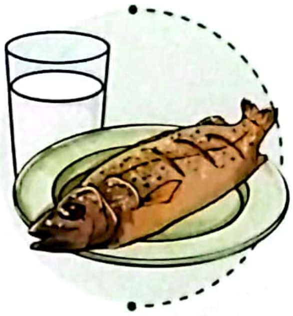
Cat
(Living thing)



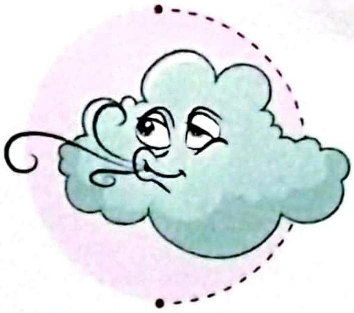
Ball
(Non-living thing)



It needs water.



It needs food.

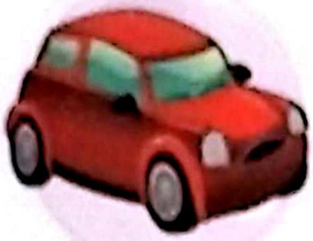


It needs air to breathe.

Notes for parents

- Help your child to notice that living things need water, food and air to survive but non-living things don't need these things.
- **Integration of subjects** : Science (classify living and non-living things) – English (reading).
- **Life skills** : Differentiation between similarities and differences – Setting clear goals.

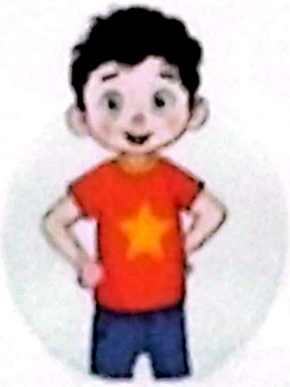
Activity 2 **Match each picture (car or human) to the sentences that describe their characteristics.**



Car
(Non-living thing) •

• Can move by itself.

• Can grow and change.

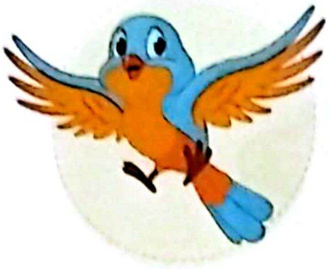


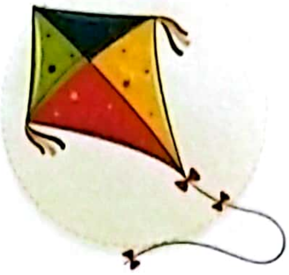
• Can have babies.

Human
(Living thing) •

- Help your child to notice that living things can move by itself, have babies, grow and change.
- **Integration of subjects** : Science (classify living and non-living things) - English (reading)
- **Life skills** : Differentiation between similarities and differences - Setting clear goals

Activity ③ Look at the pictures then place ✓ for yes and ✗ for no.



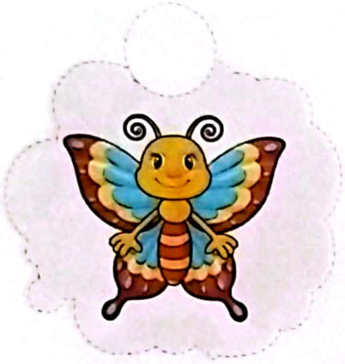


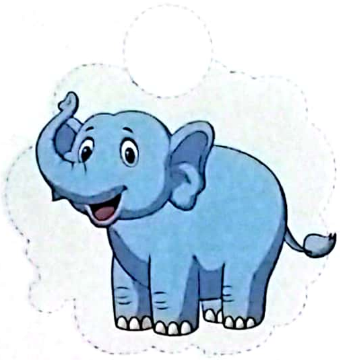
	Bird	Kite
Does it need food and water ?	○	○
Does it need air to breathe ?	○	○
Does it grow and change ?	○	○
Does it move by itself ?	○	○
Does it have offspring (babies) ?	○	○
Is it a living thing ?	○	○

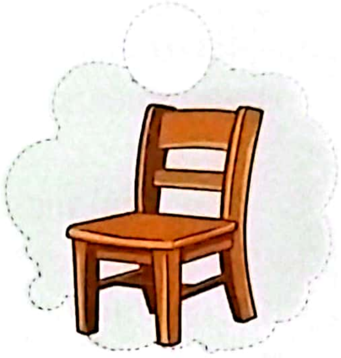
Notes for parents

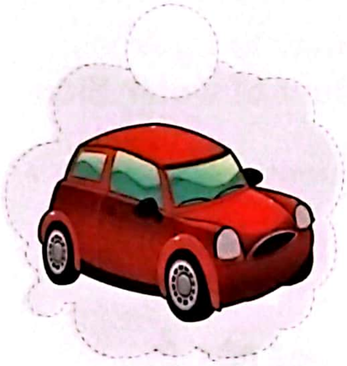
- Help your child read the questions.
- Help your child to notice that living things have needs to survive and also have abilities to do different things.
- **Integration of subjects** : Science (identifying the characteristics of living things) – English (reading).
- **Life skills** : Observation – Identify the relationship among different items.

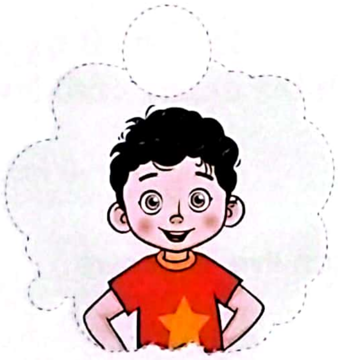
Activity ④ Color the circles of living things in 🟢, and those of non-living things in 🔴.

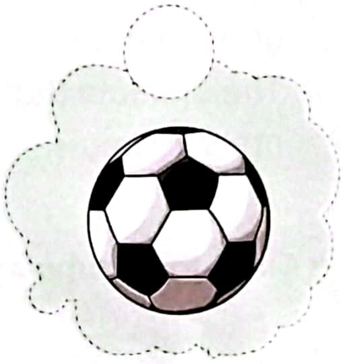


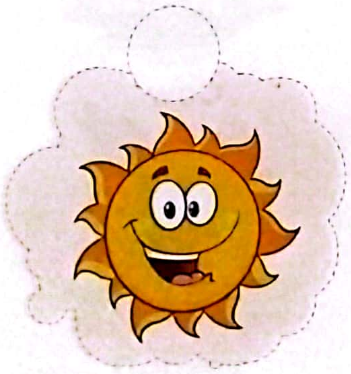


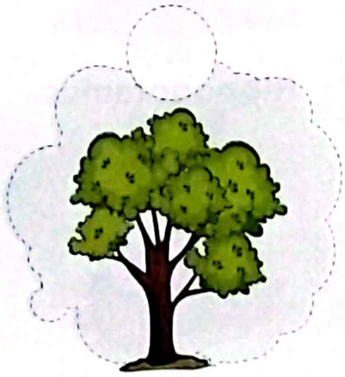


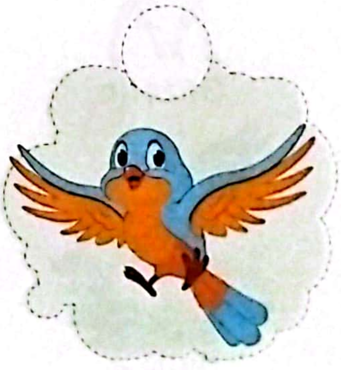










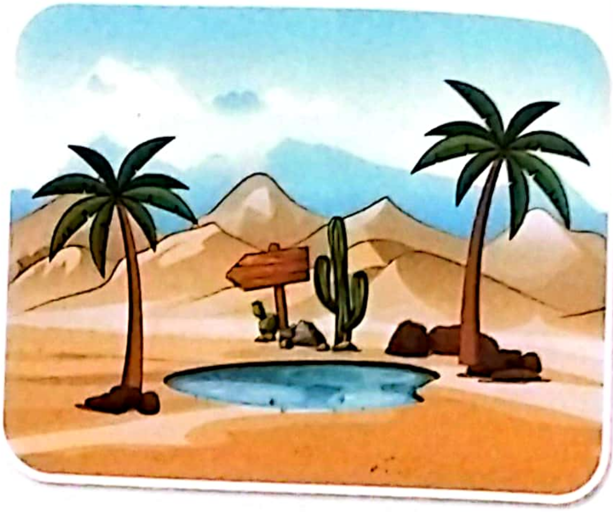


- Help your child to classify the previous items into living things and non-living things.
- **Integration of subjects :** Science (classifying living and non-living things) – Art (using colors).
- **Life skills :** Differentiation between similarities and differences – Critical thinking.

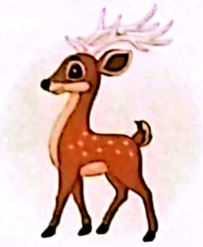
Lesson 2 Desert and Delta

Activity ① **Read the following information about the desert environment, then answer the question below.**

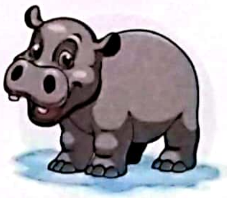
- A desert is one of the environments that are found in Egypt.
- A desert is famous for its dryness.
- It is hard for animals and plants to find water in the desert so, it is hard for plant and animals to survive and grow in desert.
- The animals that live in the desert need less amount of water than other animals.



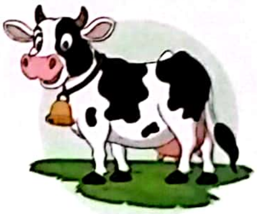
- **Circle the animals that can live in desert :**



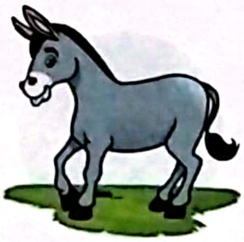
Gazelle



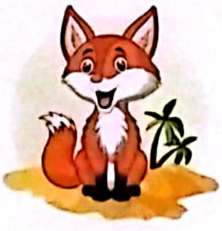
Hippopotamus



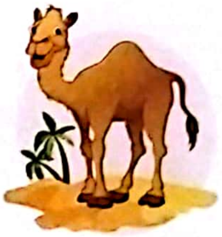
Cow



Donkey



Fox



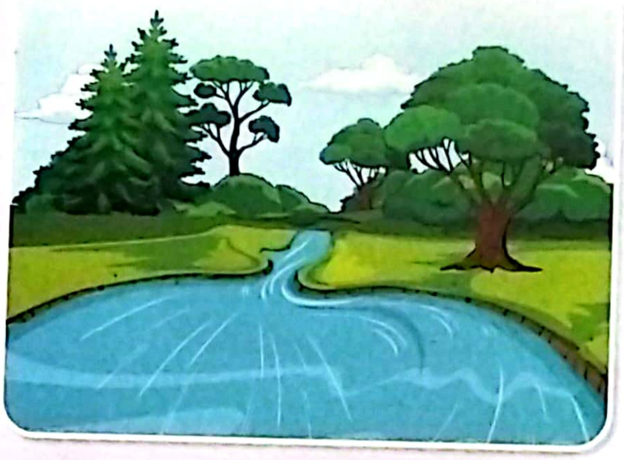
Camel

Notes for parents

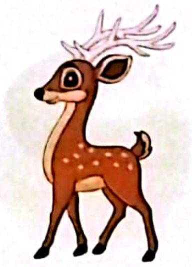
- Help your child to know that the environment is a place where people, plants and animals live.
- Help your child to notice that animals need special features to survive in the desert.
- Help your child to know that there are many animals that live in the desert such as : gazelle, fox and camel.
- **Integration of subjects :** Science (features of animals) – Social studies (characteristies of different environments).
- **Life skills :** Collecting data – Identify the relationship among different items.

Activity ② **Read the following information about the delta environment, then answer the question below.**

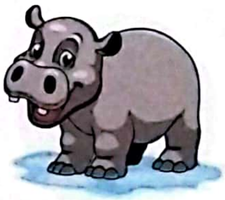
- Delta is one of the environments that are found in Egypt.
- The soil of the Delta is very good for farming due to the water that flows through it.
- It is easy for plants and animals to find water in Delta.
- The animals that live in Delta need a lot of water to keep them cool.



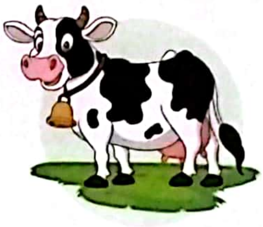
- **Circle the animals that can live in Delta :**



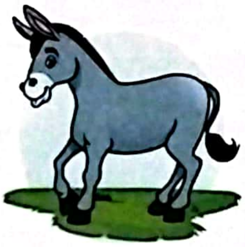
Gazelle



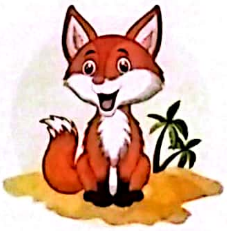
Hippopotamus



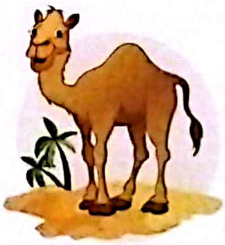
Cow



Donkey



Fox



Camel

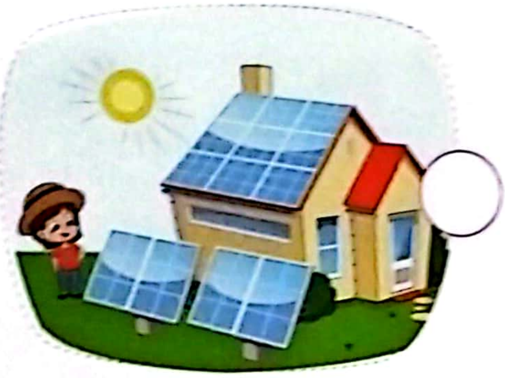
- Help your child to notice the features of animals that live in Delta.
- Help your child to know that there are many animals that live in Delta such as : hippopotamus, cow and donkey.
- **Integration of subjects :** Science (features of animals) – Social studies (characteristics of different environments).
- **Life skills :** Collecting data – Identify the relationship among different items.

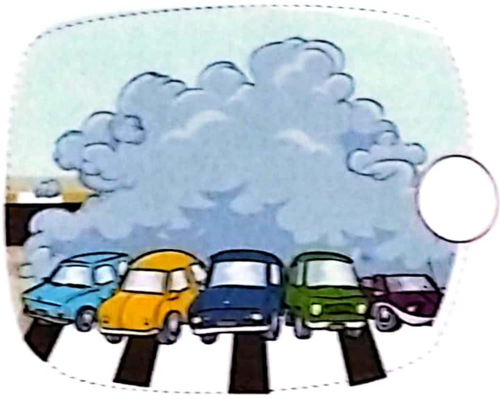
Lesson

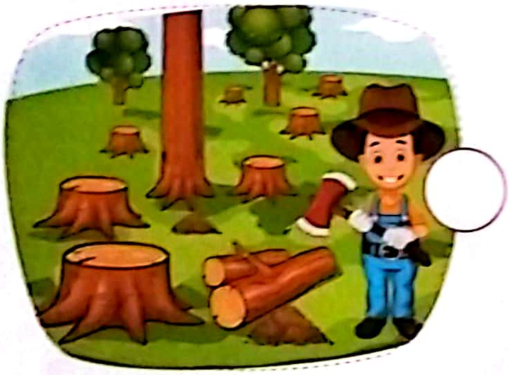
3

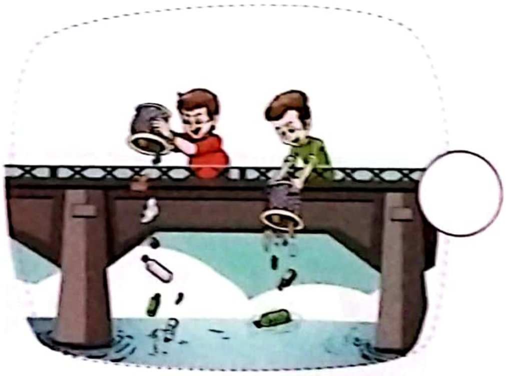
Take Care Of The Environment

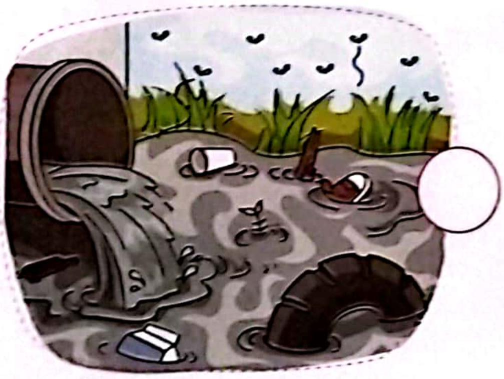
Activity Color the circles of the acts that harm the environment in 🟥 and those that help save the environment in 🟩.

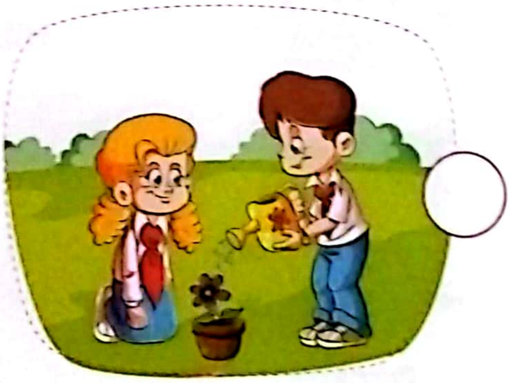










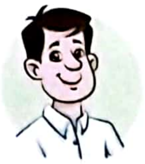


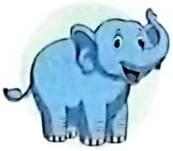
Notes for parents

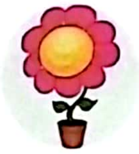
- Discuss with your child the acts that harm the environment and those that help save it and solutions to the environmental problems.
- Let your child suggest some solutions to the previous environmental problems.
- **Integration of subjects :** Science (sources of pollution) – Social studies (solutions of the environmental problems)
- **Life skills :** Observation – Problem solving – Critical thinking.

I Have Learned That

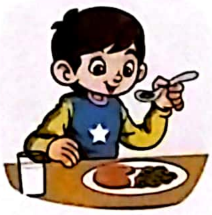
Living things are :

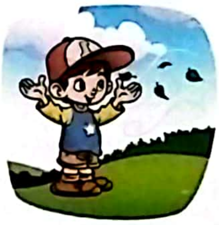

Humans

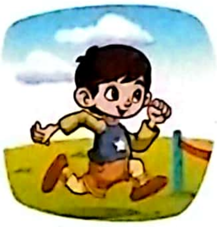

Animals

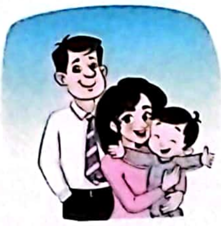

Plants

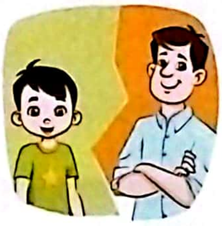
Living things


Need food and water

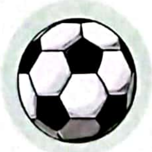

Need air to breathe

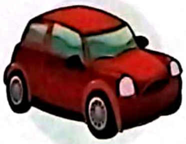

Move by themselves

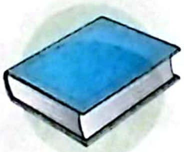

Have babies (offspring)

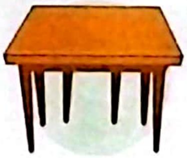

Grow and change

Non-living things


Ball


Car


Book



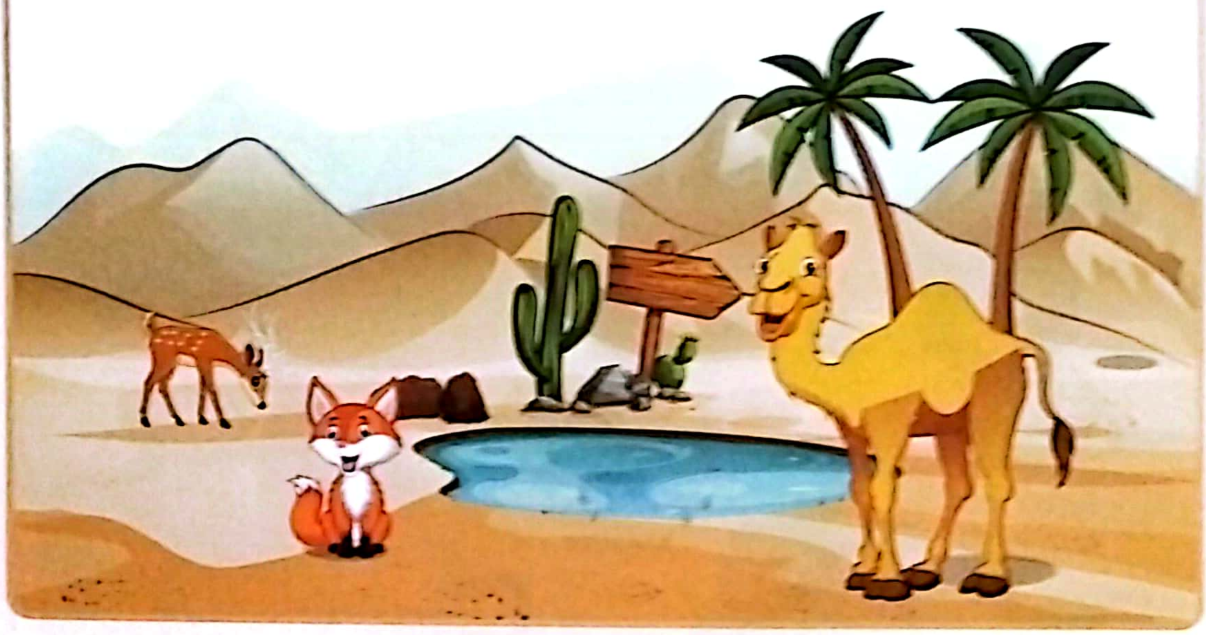
Table

- Don't need food and water.
- Don't move by themselves.
- Don't have babies (offspring).
- Don't need air to breathe.
- Don't grow.

- **Animals live in different environments :**

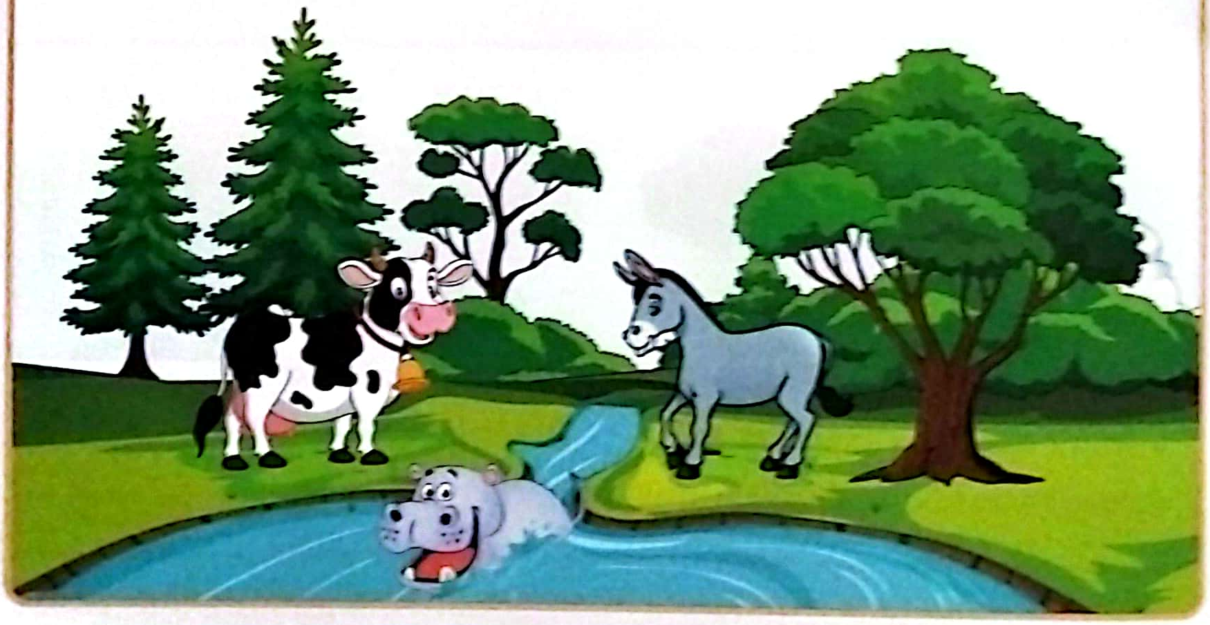
The desert is dry.

Animals that need less water live in the desert.



The delta is a farming land.

Animals that need a lot of water live in the delta.



Quiz

On Chapter One

1 Choose the correct answer :

1. .... is from animals which can live in desert.

   a. Camel　　b. Donkey　　c. Cow

2. .... are non-living things.

   a. Cats　　b. Birds　　c. Clouds

3. Which of the following doesn't need air to breathe ? ....

   a. Table.　　b. Plant.　　c. Fish.

---

2 Put (✓) or (✗) :

1. It is easy for animals and plants to find water in deserts. (　　)
2. Cows can live in the Delta. (　　)
3. Non-living things need water and food. (　　)

---

3 Complete the following sentences using the words below :

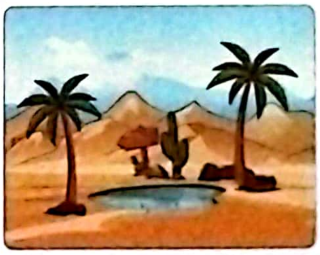
(fox – Delta – plants)

1. Some animals live in desert such as ....
2. Donkey and cow are from animals which live in the ....
3. Humans, animals and .... are living things.

---

4 Look at the opposite picture then put (✓) or (✗) :

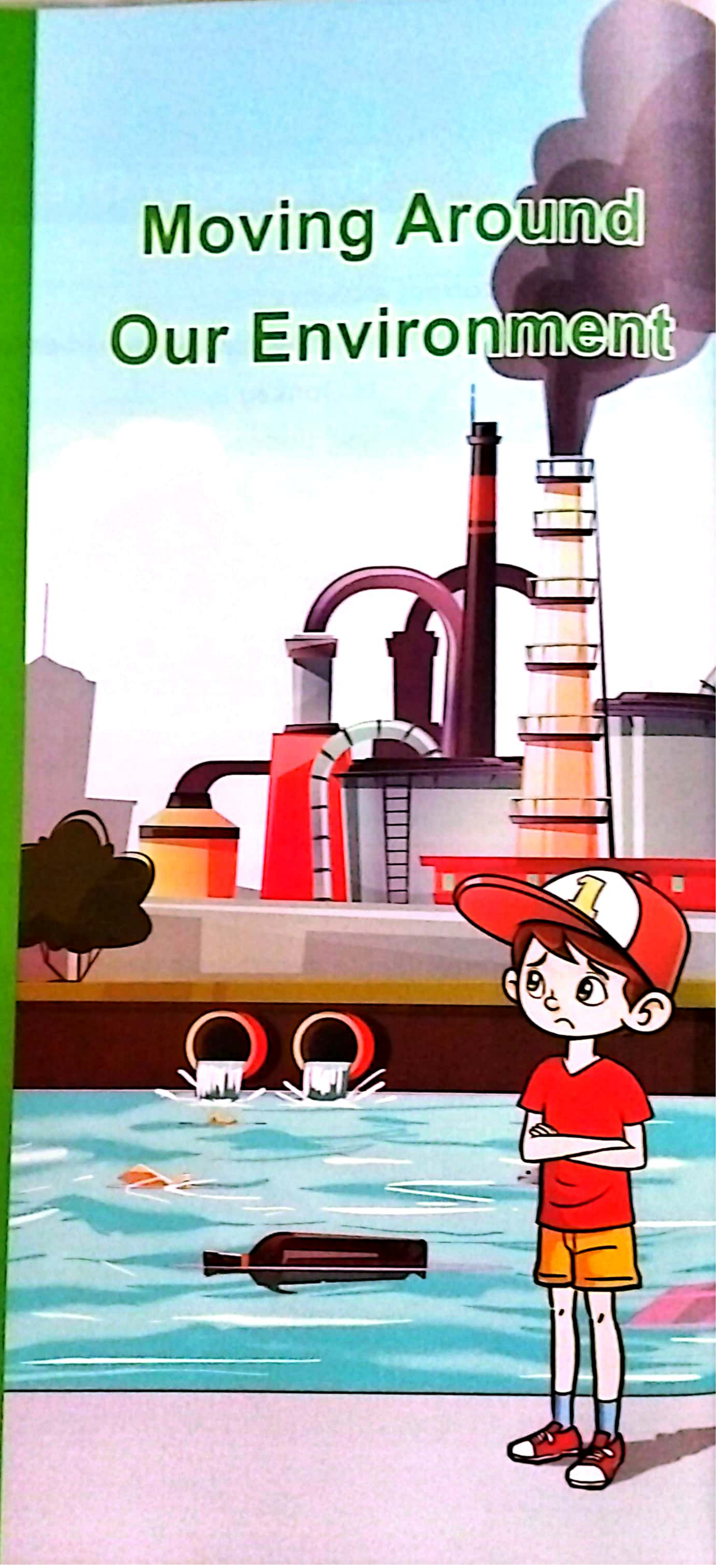
1. A desert is famous for its dryness. (　　)
2. Animals in desert need more amount of water than other animals. (　　)
3. Gazelle can live in desert. (　　)



Desert

CHAPTER TWO

Moving Around Our Environment



Learning outcomes

By the end of this chapter, your child will be able to :

- Identify parts and analyze diagrams of plants and animals.
- Discuss how plant and animal parts are needed for survival.
- Classify the functions of different plant and animal parts.
- Classify animals and the parts they use for movement.
- Classify the ways that animals move.
- Investigate and compare how objects move.
- Discover that "pushes / pulls" cause changes in movement.
- Identify various modes of transportation.
- Identify the environments in which modes of transportation travel.
- Identify appropriate behaviors on each form of transportation.

Key vocabulary

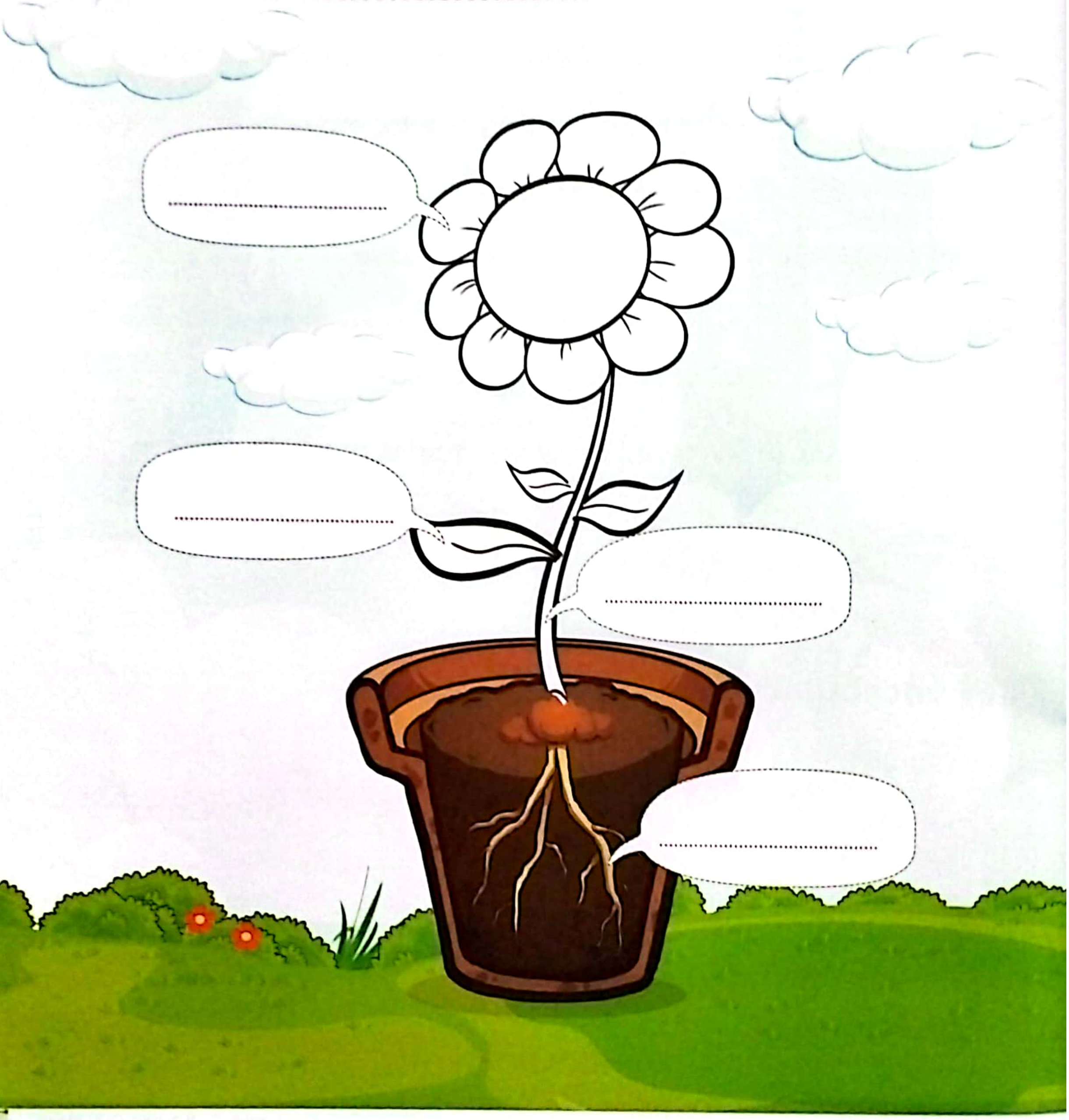
- Diagram
- Pull
- Movement
- Transportation
- Push
- Pollution

Lesson 1

Plant Diagram

Activity ① Color the picture, then write the name of each part of the plant using the word bank.

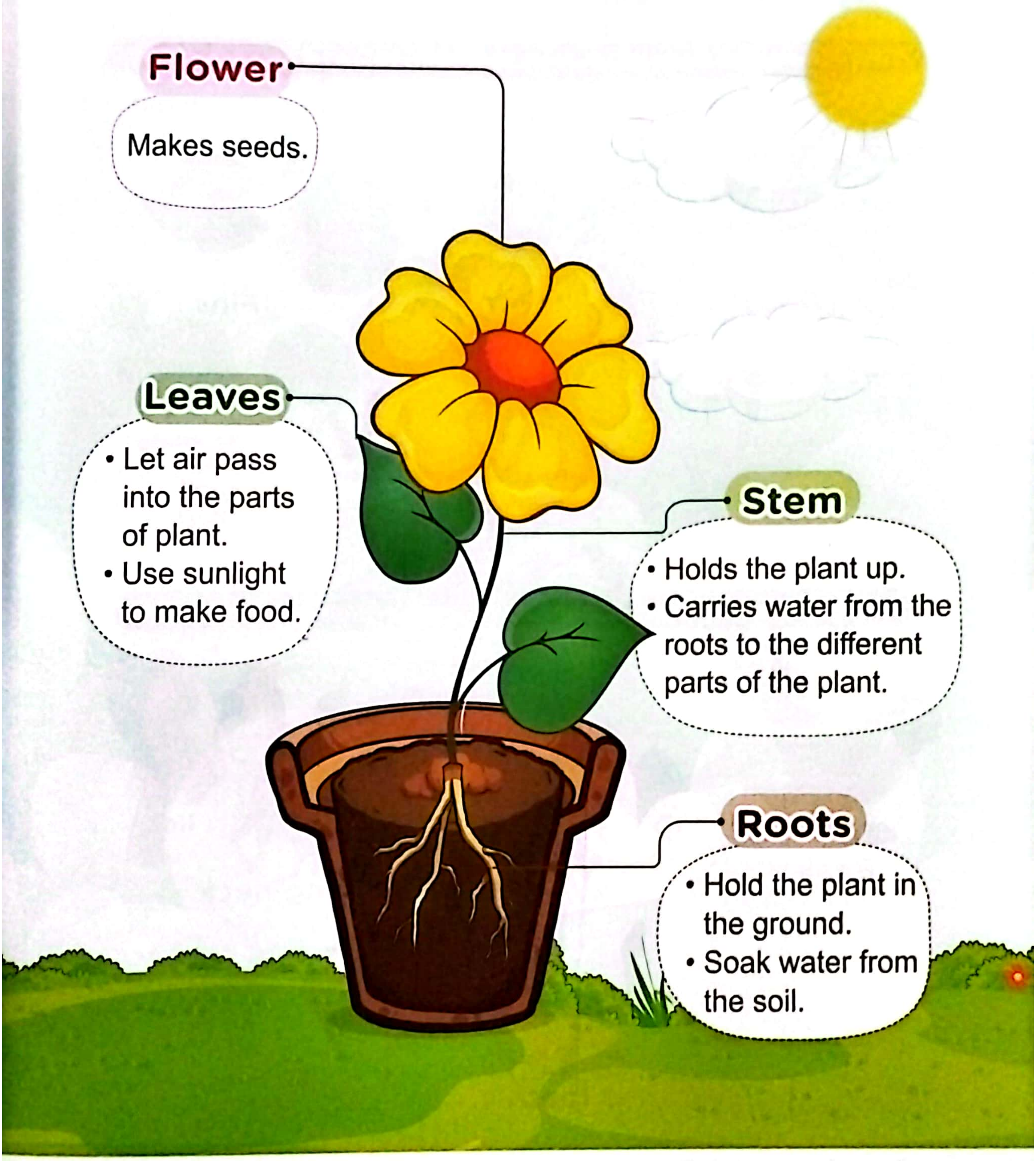
Leaves – Flower – Roots – Stem



Notes for parents

- Help your child to identify the parts of a plant.
- **Integration of subjects :** Science (parts of plant) – English (writing) – Art (coloring).
- **Life skills :** Identify the relationship among different items – Collecting data.

Activity ② **Read and learn.**



Flower

Makes seeds.

Leaves

- Let air pass into the parts of plant.
- Use sunlight to make food.

Stem

- Holds the plant up.
- Carries water from the roots to the different parts of the plant.

Roots

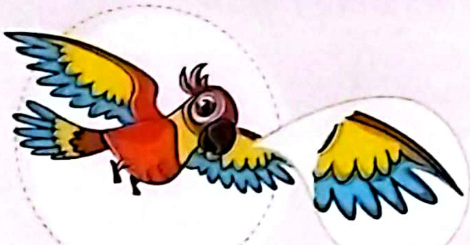
- Hold the plant in the ground.
- Soak water from the soil.

- Help your child to notice the functions of each part of a plant.
- **Integration of subjects :** Science (parts of a plant) – English (reading).
- **Life skills :** Collecting data – Identify the relationship among different items.

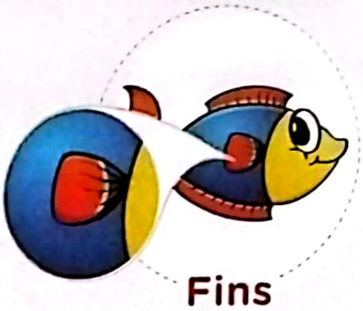
Lesson 2 Animal Diagrams

Activity ① Read and learn.

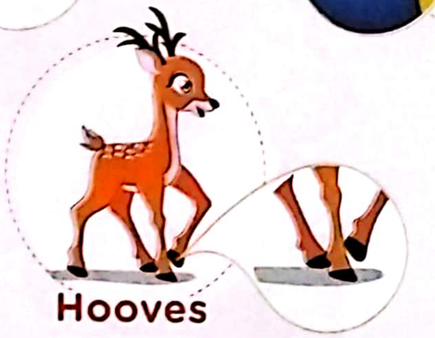
There are some parts of animals that help them to move such as:



Wings

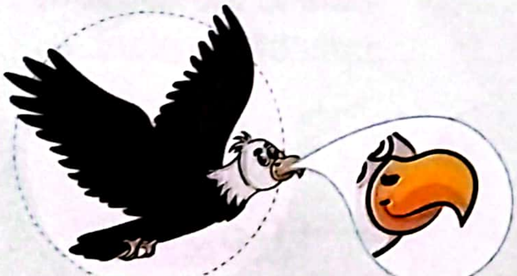


Fins

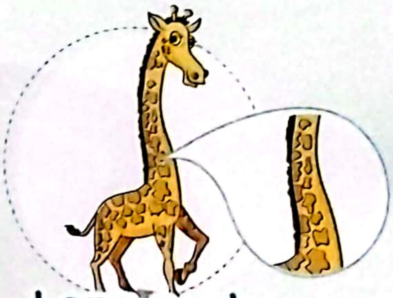


Hooves

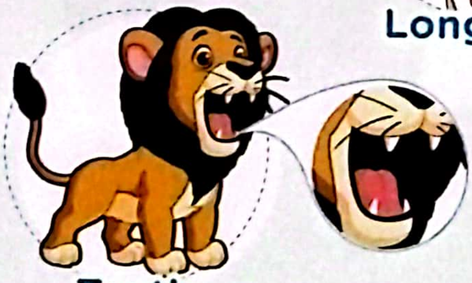
There are some parts of animals that help them to eat such as:



Beak



Long neck



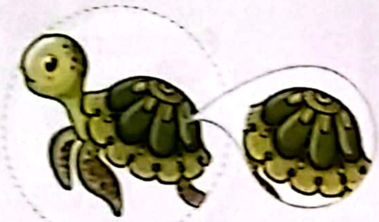
Teeth

Notes for parents

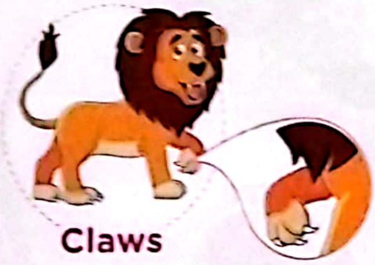
- Discuss other examples of animals and parts of their bodies that help them to eat and parts that help them to move with your child.
- **Integration of subjects** : Science (parts of animals) – English (reading).
- **Life skills** : Verbal communication – Collecting data.

Activity ② **Read and learn.**

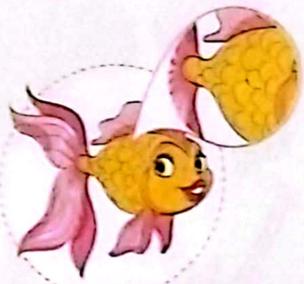
There are some parts of animals that help to protect them such as :



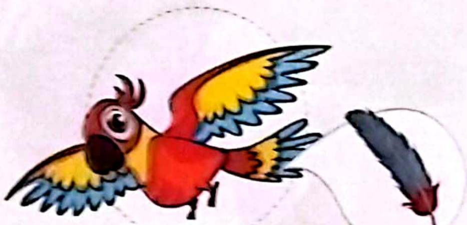
Shell



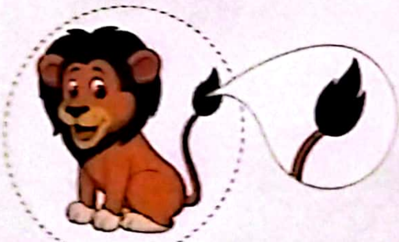
Claws



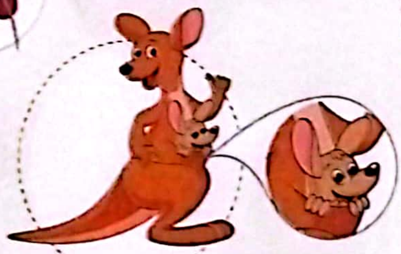
Scales



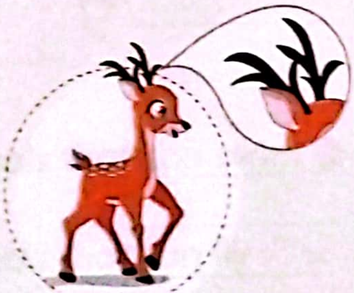
Feathers



Tail



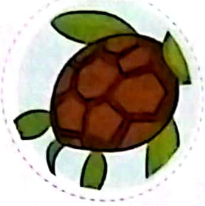
Pouch

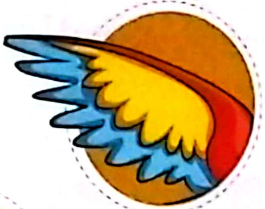


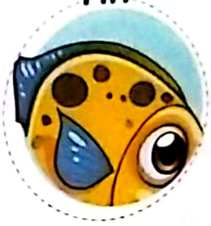
Antlers

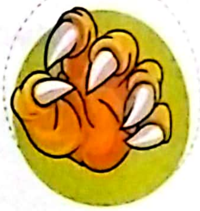
- Help your child to know other examples of parts of animals that help to protect them.
- **Integration of subjects** : Science (parts of animals) – English (reading).
- **Life skills** : Verbal communication – Collecting data.

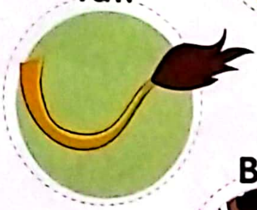
Activity ③ Classify each part of animals according to its function.

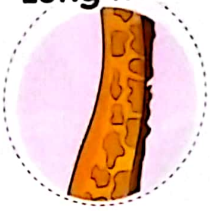

Shell

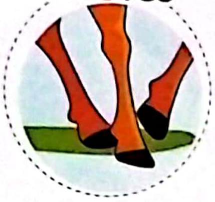

Wing

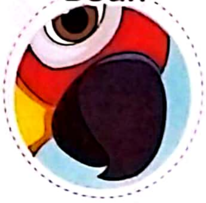

Fin

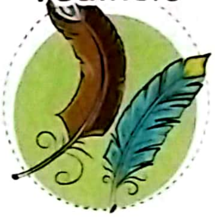

Claws

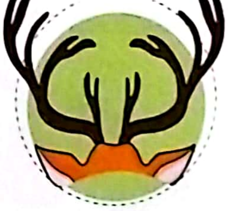

Tail

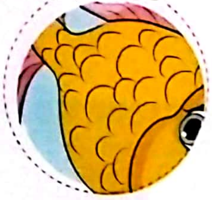

Long neck

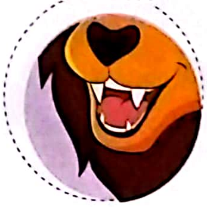

Hooves

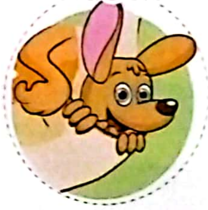

Beak


Feathers


Antlers


Scales


Teeth


Pouch

Move	Protect	Eat
....	....	....
	....	
	....	
....	....	....
	....	
	....	
....	....	....

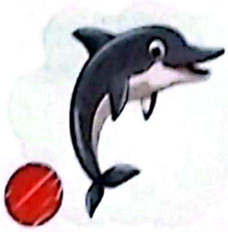
Notes for parents

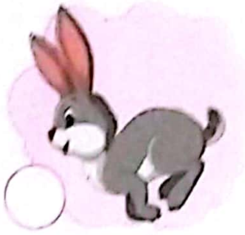
- Help your child to classify the parts of animals that help them to survive.
- **Integration of subjects :** Science (identifying the function of each part of animals) – English (writing).
- **Life skills :** Setting clear goals – Collecting data.

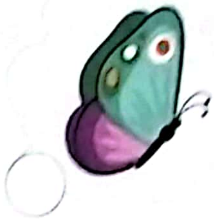
Lesson 3

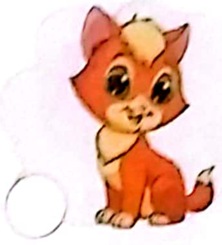
How Animals Move

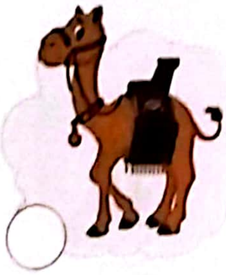
Activity Color the circle of animals that can swim in 🟥 , fly in 🟨 , others (walk, run, hop) in 🟩 , then complete.

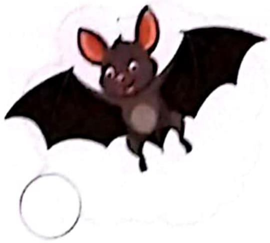


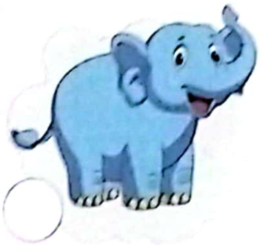


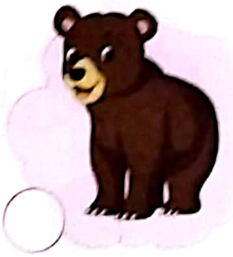


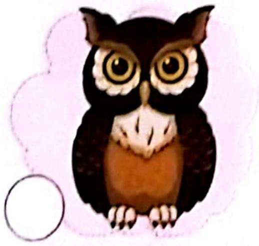


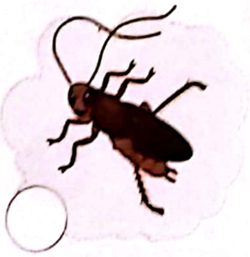


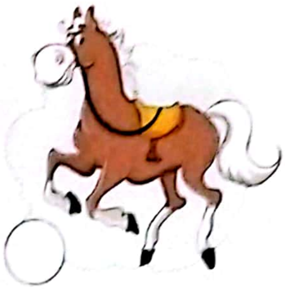


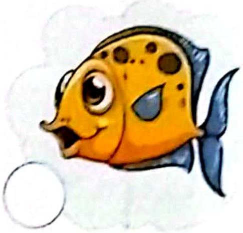












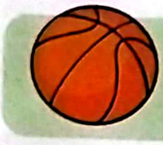
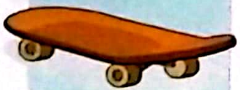
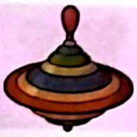
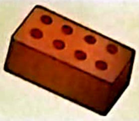
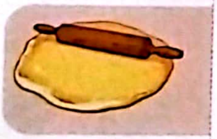
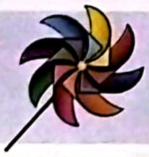
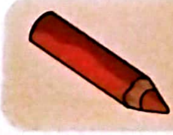
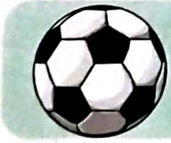
- The number of animals that can swim 🔴 = ...
- The number of animals that can fly 🟡 = ...
- The number of animals that can (walk, run, hop) 🟢 = ...

- Help your child to classify the ways the animals move and then count them.
- **Integration of subjects** : Science (discovering how animals move) – Math (counting and writing numbers) – Art (using colors).
- **Life skills** : Observation – Identify the relationship among different items.

Lesson 4

How Objects Move Investigation

Activity Check ✓ on the possible movement(s) for each object.

	Bounce	Roll	Spin	Slide
	✓	✓	✓	✓
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○

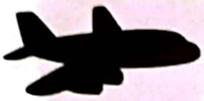
Notes for parents

- Help your child to notice that non-living objects don't move unless they are pushed or pulled.
- Help your child to think about the possible ways each object moves.
- **Integration of subjects** : Science (movements of objects) – English (reading the words).
- **Life skills** : Collecting data – Identifying similarities and differences.

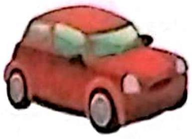
Lesson 5

1. Transportation In Egypt

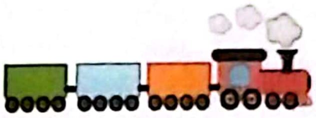
Activity ① Trace, then draw lines to match the shadows with the correct picture.

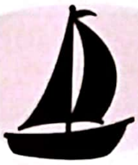


Airplane

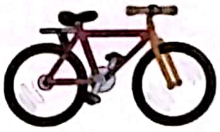


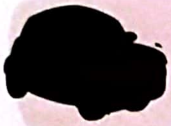
Bus



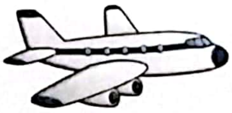


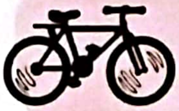
Boat



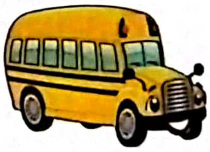


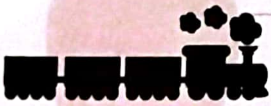
Car



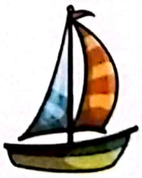


Bicycle





Train

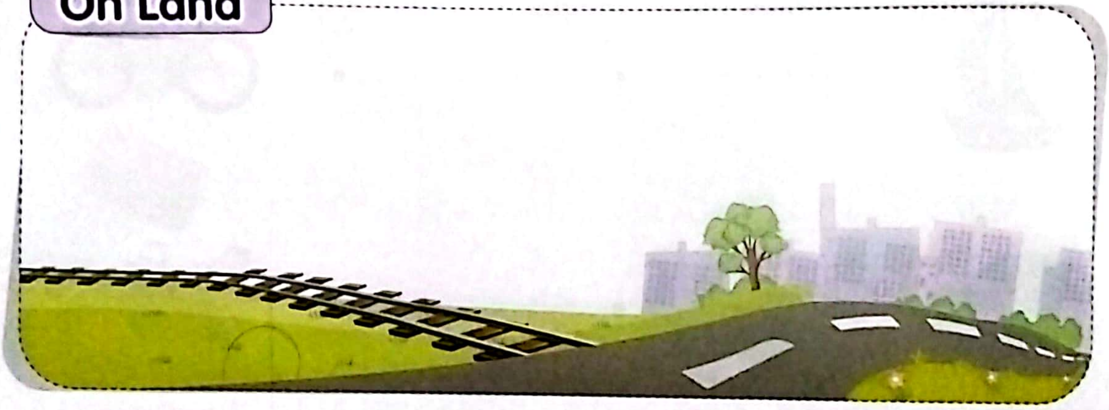


- Discuss different types of transportation with your child.
- Help your child to trace the names of transportations, then match each shadow with its correct picture.
- **Integration of subjects :** Social studies (means of transportation) – English (writing and reading).
- **Life skills :** Collecting data – Observation.

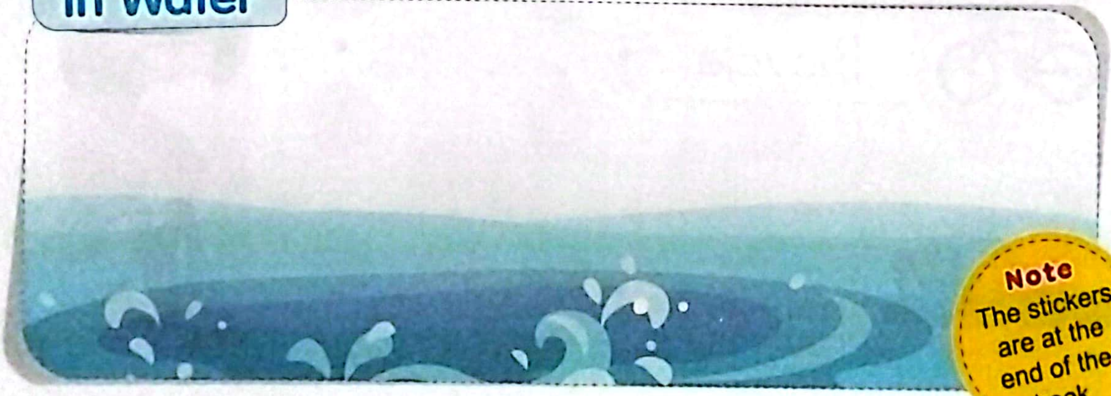
Activity ② Stick each transportation picture at the appropriate box.

In Air

On Land



In Water



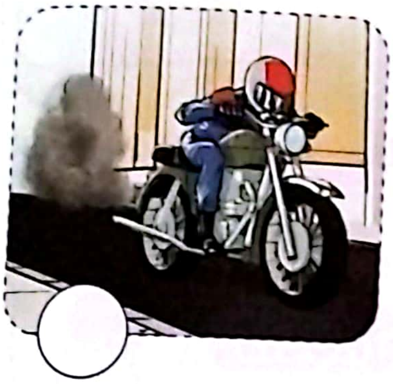
Note
The stickers are at the end of the book

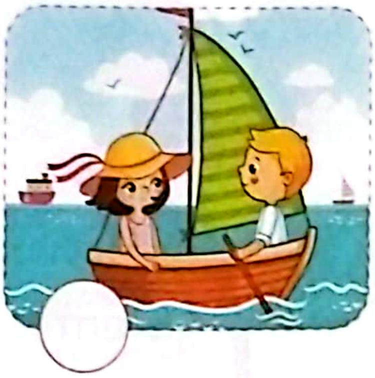
Notes for parents

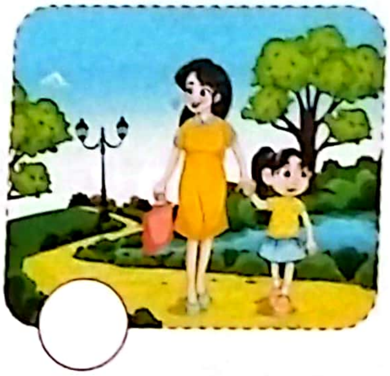
- Help your child to differentiate between different modes of transportation (in air, on land or in water).
- **Integration of subjects :** Social studies (forms of transportation) – English (reading).
- **Life skills :** Identify the relationship among different items – Observation.

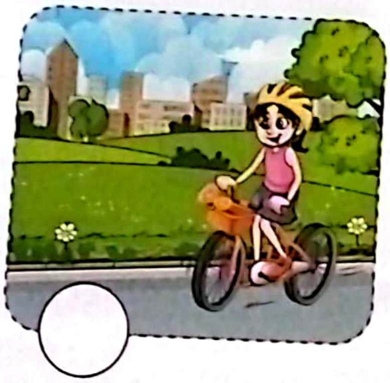
2. Does It Cause Pollution ?

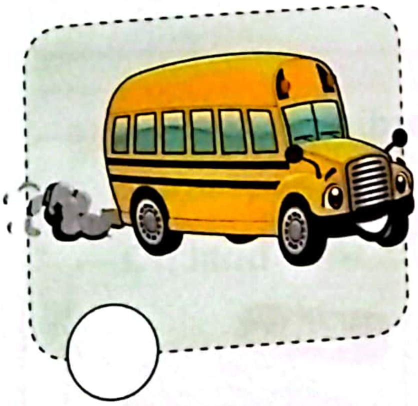
Activity Put ✓ on the forms of transportation that don't cause pollution and ✗ on the forms of transportation that cause pollution.

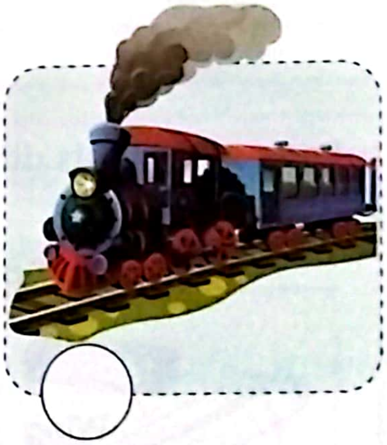


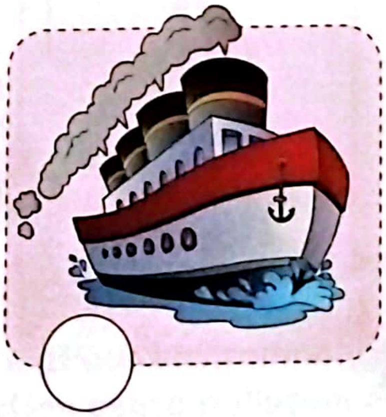








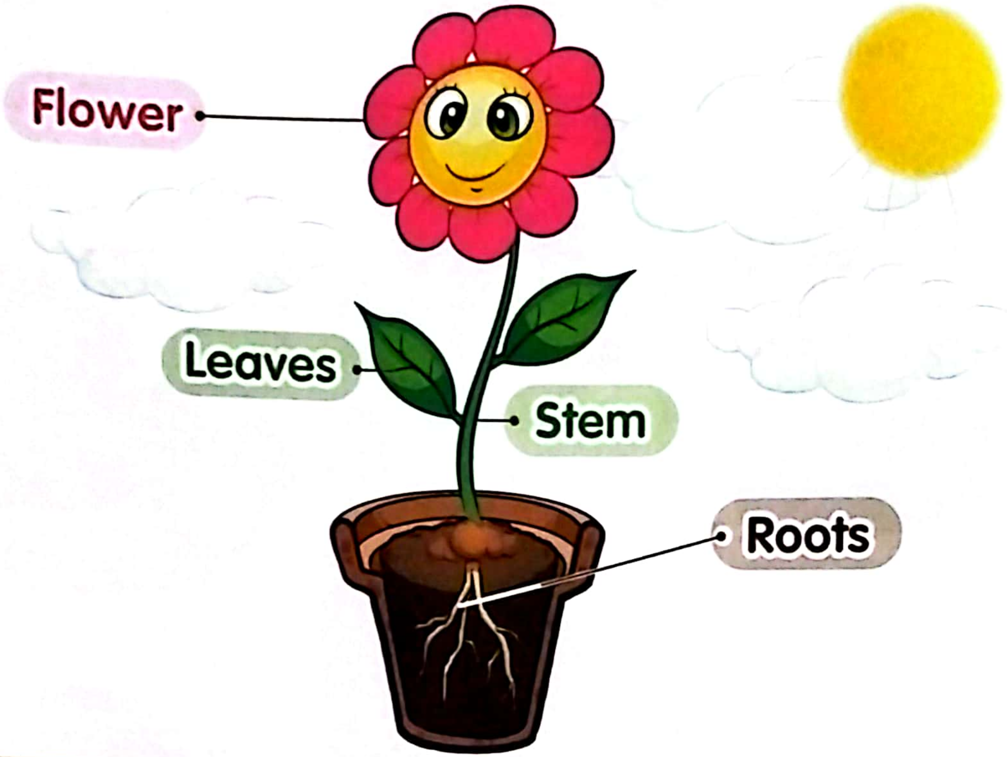




- Help your child to differentiate between the forms of transportation that cause pollution and that don't cause pollution.
- Let your child repeat the word "Pollution".
- **Integration of subjects :** Social studies (effect of transportation on the environment) –
  English (repeating words).
- **Life skills :** Observation – Identifying the problem.

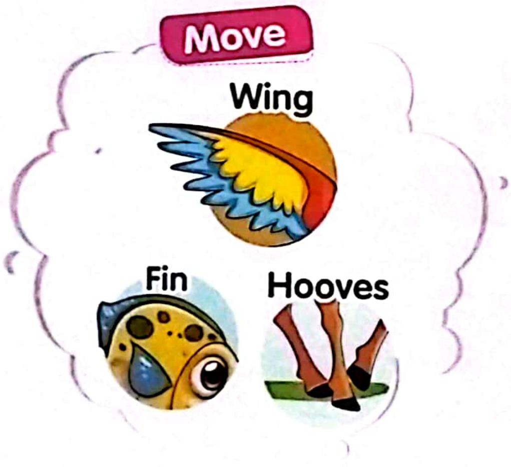
I Have Learned That

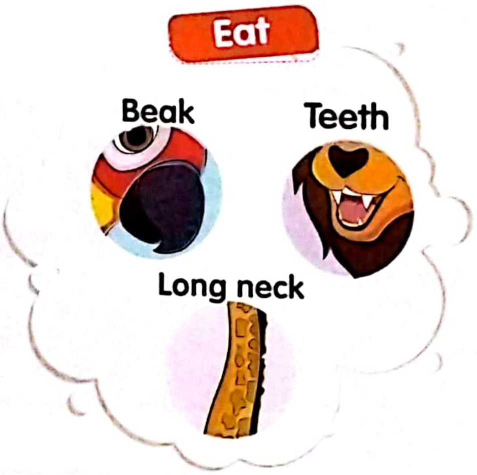
Plants have different parts with different functions, which are :


Flower
Leaves
Stem
Roots

Parts of animals differ from each other according to their functions :

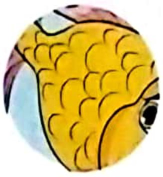
Some parts help animals to :


Move
Wing
Fin
Hooves

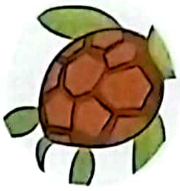

Eat
Beak
Teeth
Long neck

Some parts help to protect animals such as :

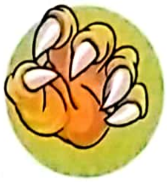
Scales



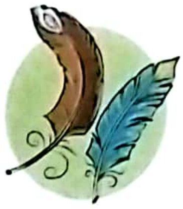
Shell



Claws

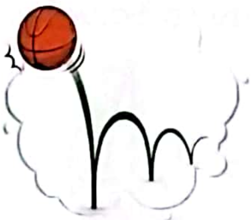


Feathers

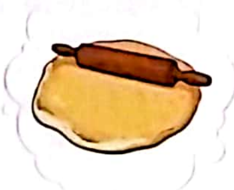


Objects move in different ways. Some of them :

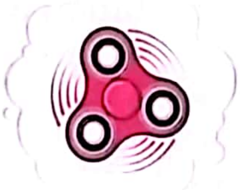
Bounce



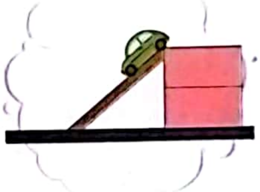
Roll



Spin

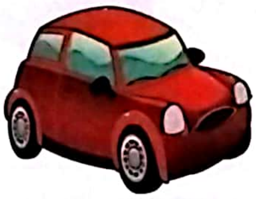


Slide



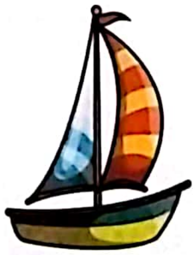
- **We travel around the world using different types of transportation, like :**

On land



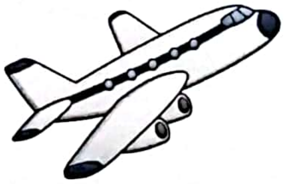
Car

In water



Boat

In air



Airplane

- **We should take care of our environment from pollution. Some forms of transportation cause pollution and some don't.**

Quiz
On Chapter Two

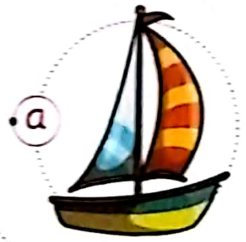
1 **Choose the correct answer :**

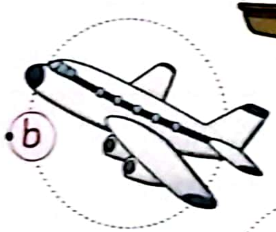
1. .... is a part of a plant.
   a. Wing b. Stem c. Fin
2. Long neck of giraffe helps it to ....
   a. move. b. breathe. c. eat.
3. .... is from transportations which travels in water.
   a. Car b. Boat c. Airplane

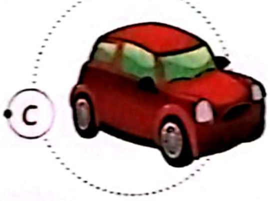
---

2 **Match each transportation with its suitable way to travel :**

1. Land •
2. Water •
3. Air •







---

3 **Complete the following sentences using the words below :**

(roots – move – bicycles)

1. A plant can hold in the ground by ....
2. A horse's hooves help it to ....
3. Some types of transportations don't cause pollution such as ....

4 Put (✓) or (✗) :

1. Wings of birds help them to eat. (   )
2. Stem of plant carries water from the roots to the different parts of the plant. (   )
3. Fins of fish help it to move. (   )
4. Feathers of birds help to protect them. (   )

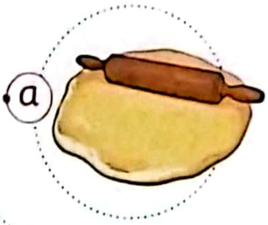
---

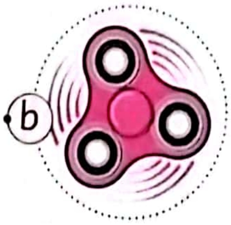
5 Match each object with its way to move :

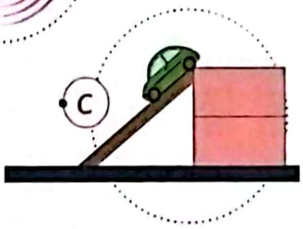
1. Slide ●

2. Roll ●

3. Spin ●

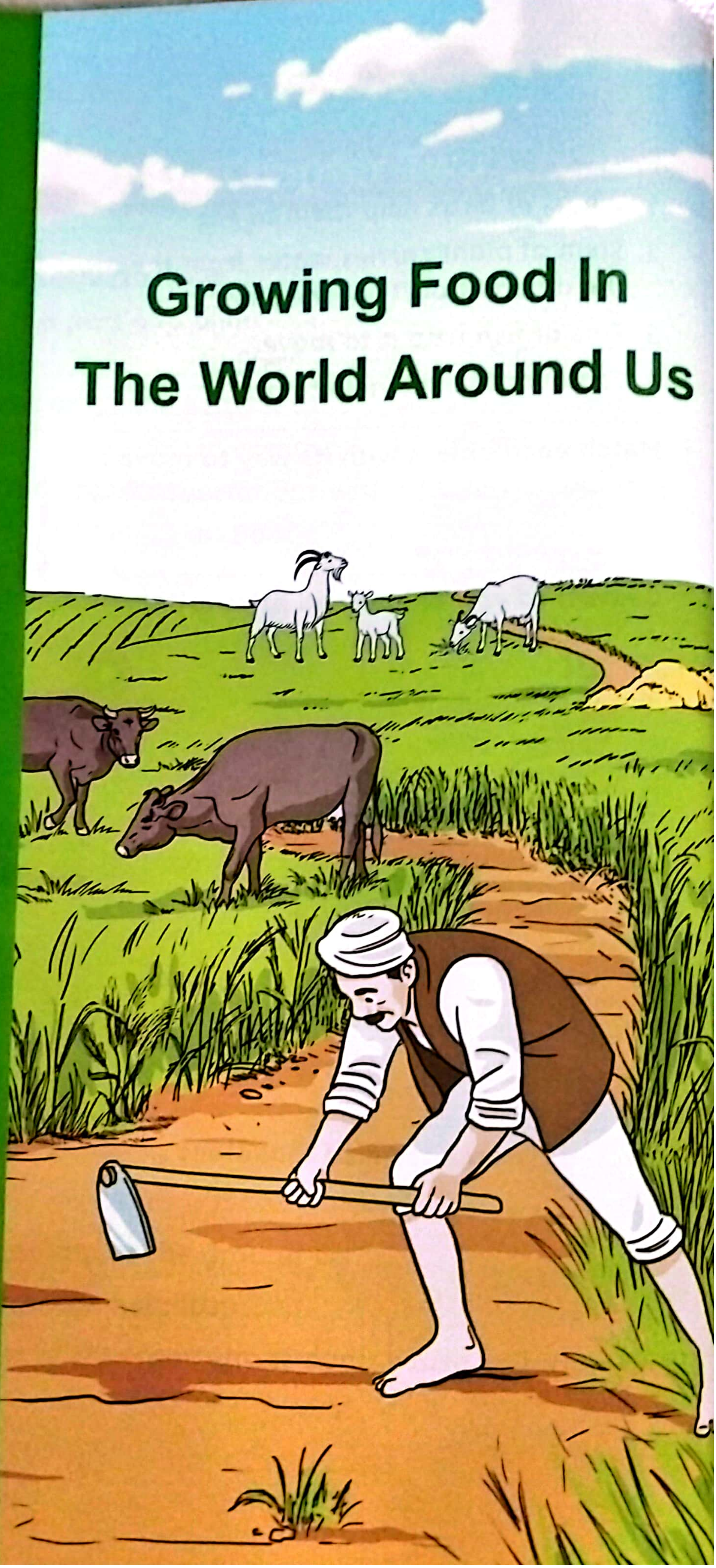






CHAPTER THREE

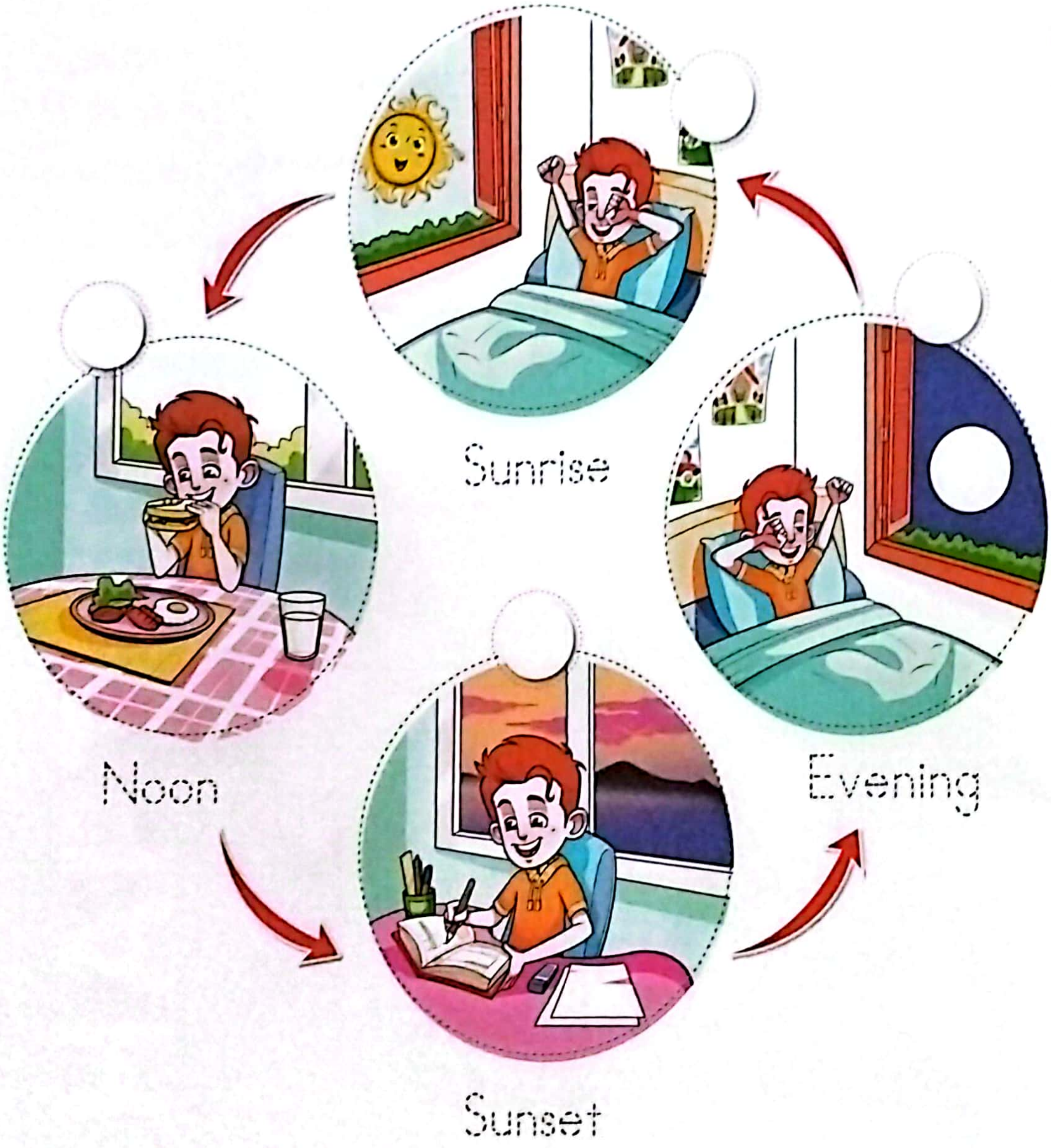
Growing Food In The World Around Us



Lesson 1

The Sun In The Sky

Activity Trace the words below the pictures, then color the circle of the picture in 🟡 if you see the Sun in the picture and in ⚫ if you don't see the Sun in the picture.



Notes for parents

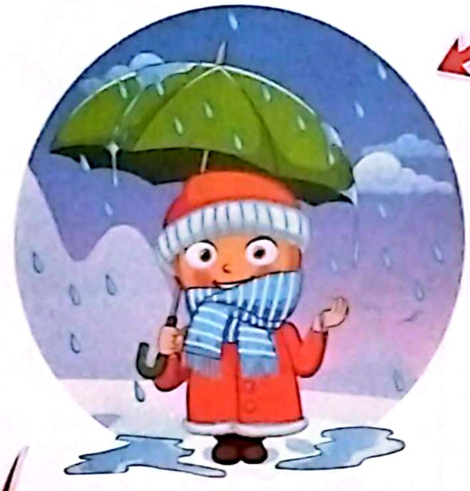
- Help your child to observe the movement of the Sun in the sky during the day and link it with the day times (sunrise – sunset – noon – evening).
- Help your child to compare between the day and night according to the activities he/she is doing during day.
- Read the words : (sunrise – sunset – noon – evening) with your child.
- **Integration of subjects** : Science (movement of the Sun) – English (tracing words).
- **Life skills** : Observation – Collecting data.

Lesson 2

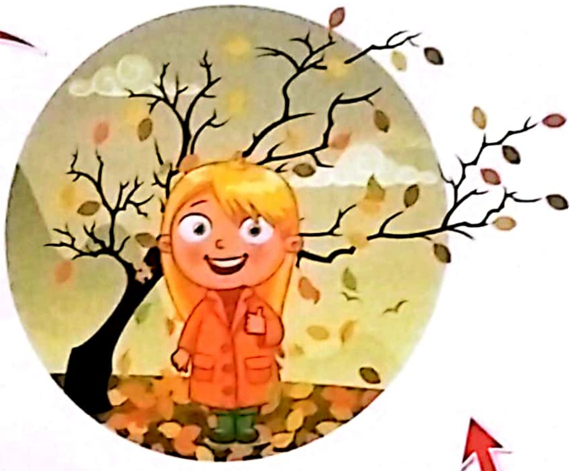
Seasons Of The Year

Activity ① Look at each picture, then write the name of the season under each picture to complete the sentence.

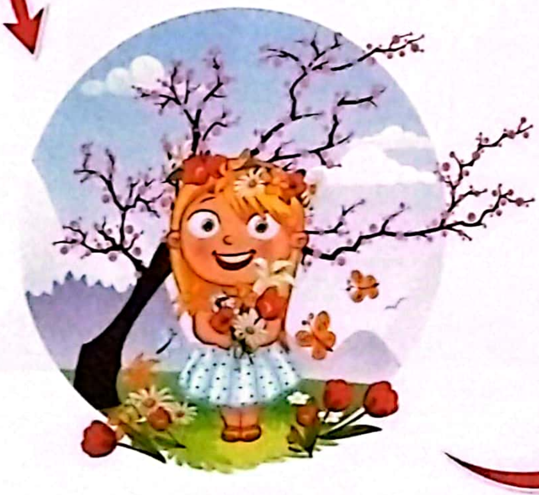
Fall – Summer – Spring – Winter



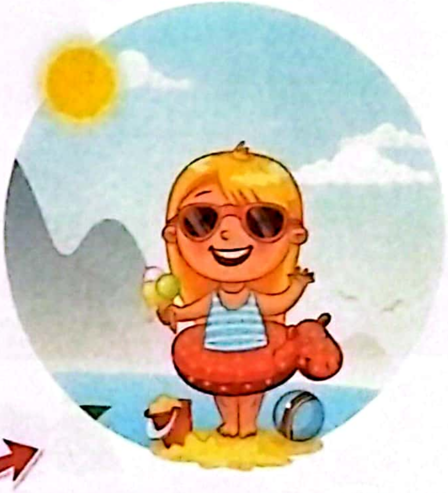
In ...., the weather is cold and rainy.



In ...., the leaves on the tree fall to the ground.



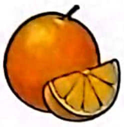
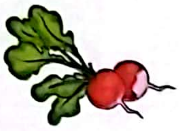
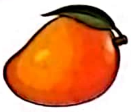
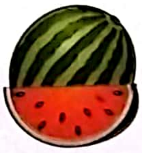
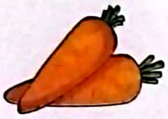
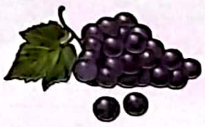
In ...., the flowers and leaves are starting to grow.



In ...., the weather is hot and sunny.

- Help your child to write the four seasons (spring – summer – fall – winter).
- **Integration of subjects** : English (writing words) – Social studies (distinguishing between the four seasons of the year using pictures).
- **Life skills** : Identifying similarities and differences – Collecting data.

Activity ② Trace the words, then classify the fruits and vegetables by putting ✓ in winter box or summer box.

	Fruits and vegetables	Winter	Summer
Orange		✓	○
Beets		○	○
Mango		○	○
Watermelon		○	○
Carrots		○	○
Grapes		○	○

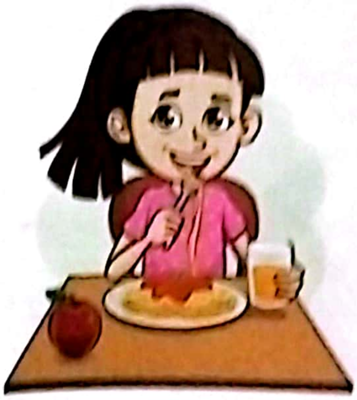
Notes for parents

- Have a discussion with your child about the fruits and vegetables that grow in summer and those grow in winter.
- Encourage your child to pronounce the names of fruits and vegetables.
- Help your child to notice that oranges, carrots and beets grow in winter but mangoes, watermelon and grapes grow in summer.
- **Integration of subjects :** Social studies (differentiating between winter and summer fruits and vegetables) – English (tracing words).
- **Life skills :** Observation – Identify the relationship among different items

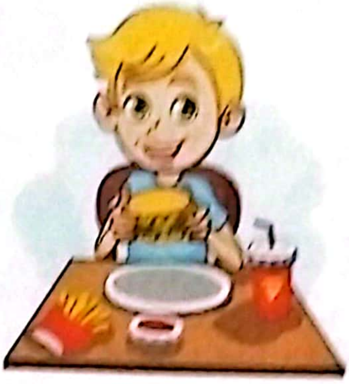
Lesson 3

Healthy Food Choices

Activity Color the healthy food choices in 🟩 and the unhealthy food choices in 🟥.



●



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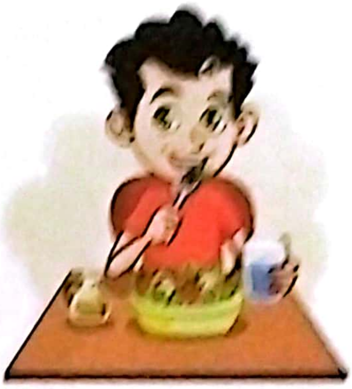

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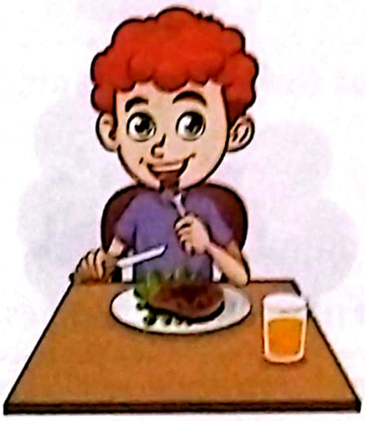

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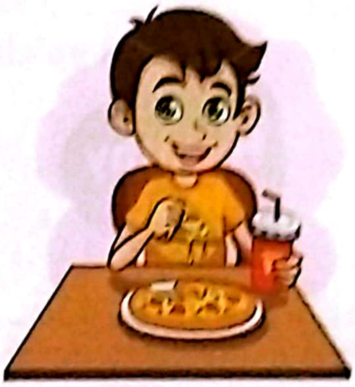

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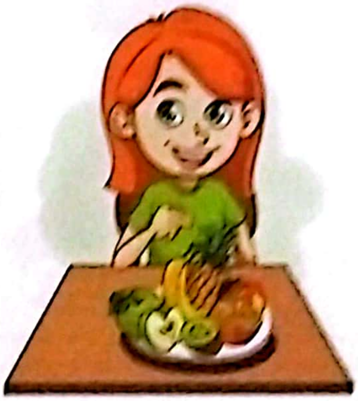
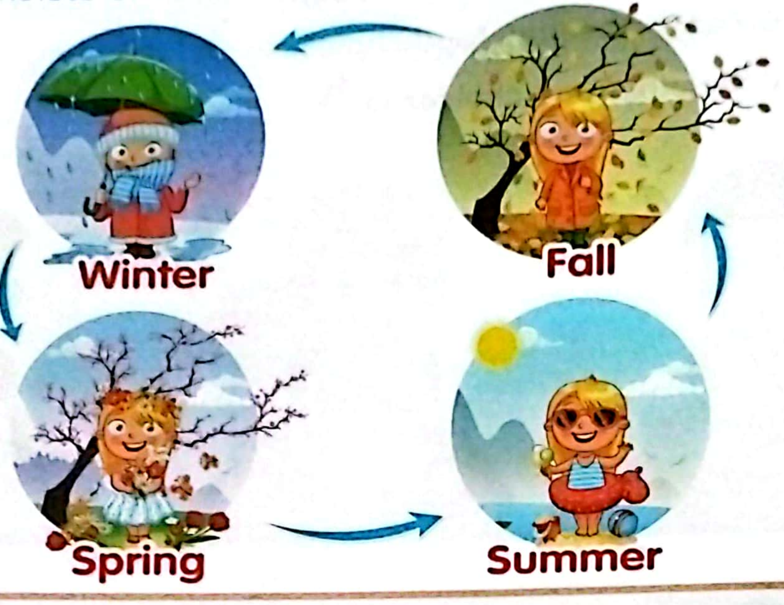


○

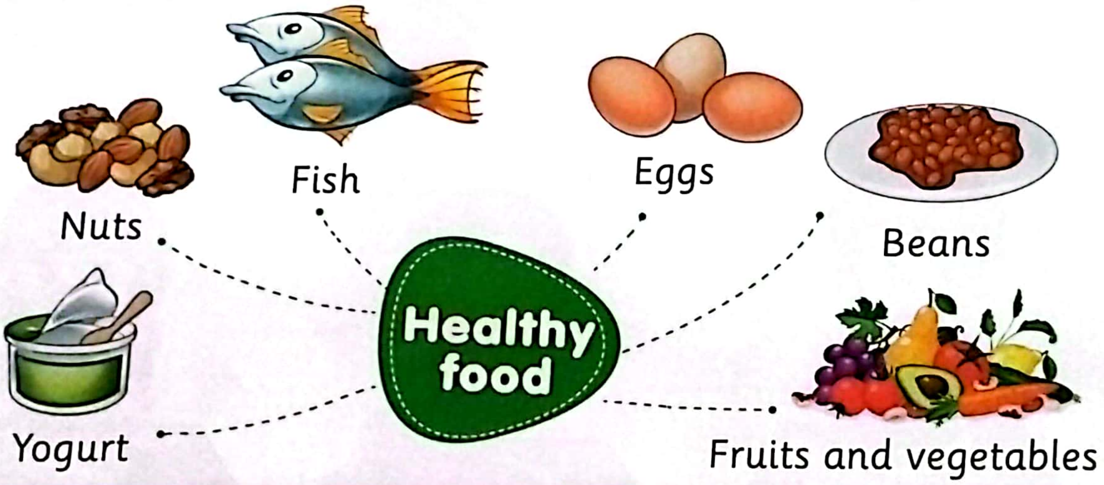
- Have a discussion with your child about healthy and unhealthy food choices and help him/her to choose the healthy food.
- **Integration of subjects** : Science (healthy and unhealthy food) – Art (using colors).
- **Life skills** : Observation – Differentiation between similarities and differences.

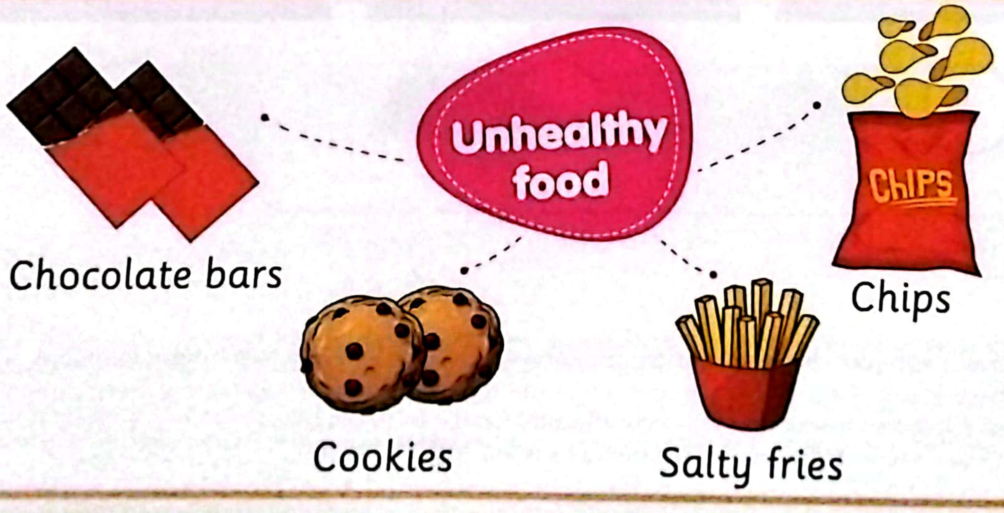
I Have Learned That

The year consists of four seasons :


Winter
Fall
Spring
Summer

- Types of food are classified as healthy and unhealthy :


Healthy food
Nuts
Fish
Eggs
Beans
Yogurt
Fruits and vegetables


Unhealthy food
Chocolate bars
CHIPS
Chips
Cookies
Salty fries

Quiz

On Chapter Three

1 Put (✓) or (✗) :

1. Oranges grow in summer. ( )
2. Milk and yogurt are healthy food. ( )
3. The seasons are winter, spring, summer and fall. ( )
4. Grapes grow in winter. ( )

---

2 Choose the correct answer :

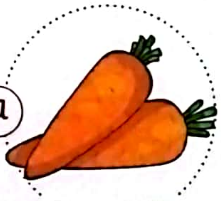
1. Fruits and .... are from healthy food.
   a. chips b. cookies c. vegetables
2. The year consists of .... seasons.
   a. four b. five c. nine
3. All the follwoing are healthy food, except ....
   a. fish. b. chips. c. eggs.

---

3 Match each fruit to its season :

1. Summer ●

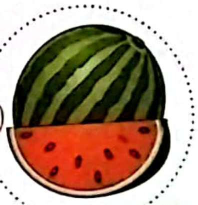
● a



Carrots

2. Winter ●

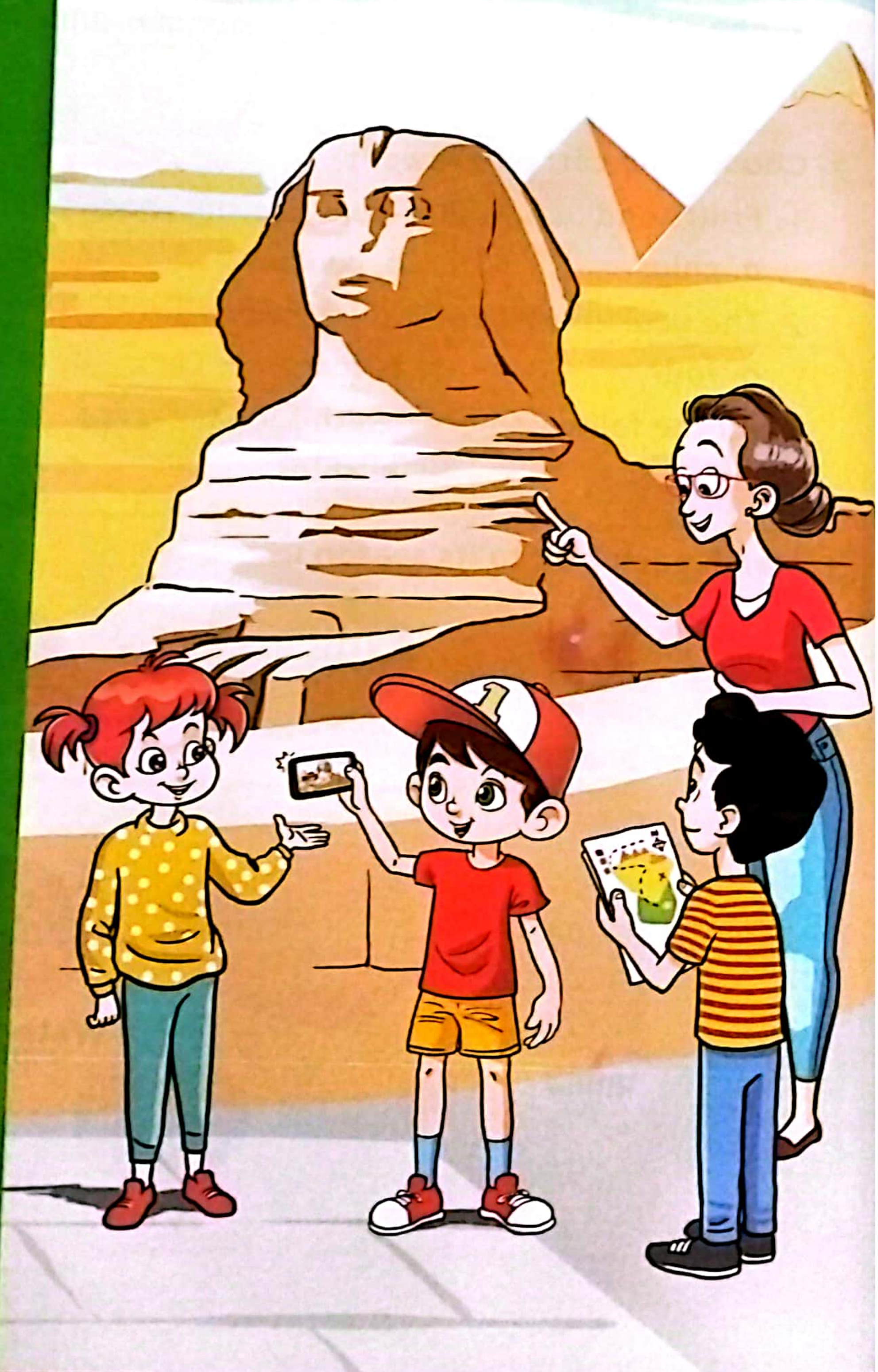
● b



Watermelon

CHAPTER FOUR

Celebrating The World Around Us



Learning outcomes

By the end of this chapter, your child will be able to :

- Discribe four important feasts with pictures and labels.
- Discuss examples of good behaviors during special occasions.
- Identify similarities and differences.
- Read informational text about Egyptian monuments and historical sites.
- Use a map and the four main directions to locate him/herself in relation to monuments.
- Discuss necessary forms of transportation to travel to monuments.
- Identify the appropriate behaviors for visiting national sites.

Key vocabulary

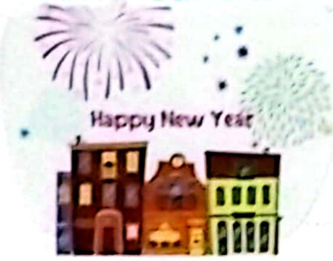
- Feast
- Historical
- Compass
- Celebration
- Monument
- Appropriate
- Tradition
- Transportation

Lesson 1

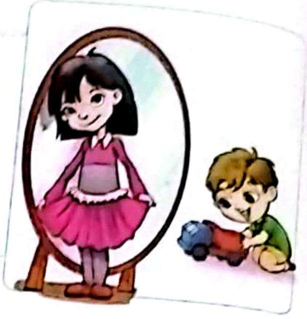
Egyptian Feasts

Activity 1 Read and learn.

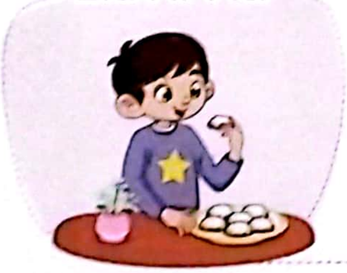
New Year's Eve



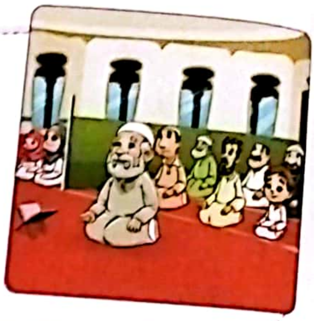
- Families celebrate together.
- Fireworks go off in the sky.
- Children get new and colorful clothes.
- Girls and boys get sweets and toys.



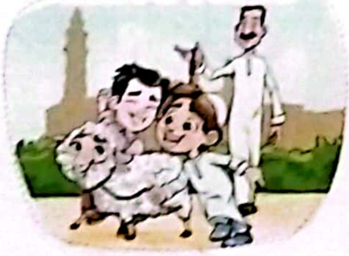
Eid Al-Fitr



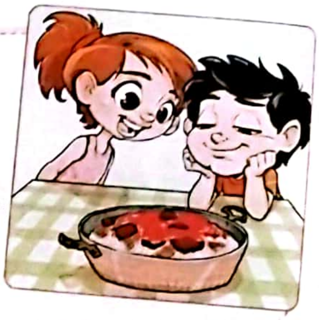
- Families celebrate together and visit relatives.
- People pray together.
- People eat Ka'ak.
- Children get new clothes.
- Children get Eid-ey-yah.



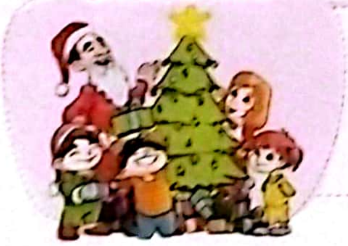
Eid Al-Adha



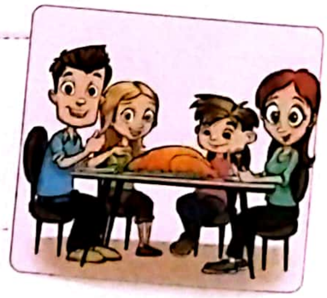
- Families celebrate together.
- People pray together and watch the sacrifice of the sheep.
- People eat Fattah and visit their families.
- Children get new clothes.
- Children get Eid-ey-yah.



Christmas



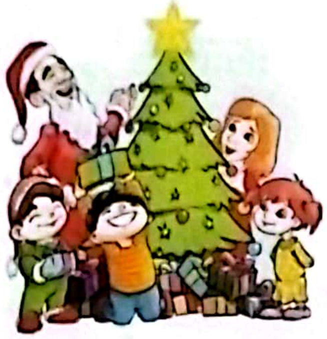
- Families celebrate together on January 7.
- People eat meat or chicken.



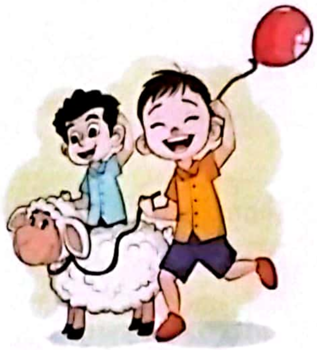
Notes for parents

- Help your child to know more about feasts in Egypt.
- **Integration of subjects :** Social studies (feasts in Egypt) – English (reading).
- **Life skills :** Identify the relationship among different items – Respect for diversity.

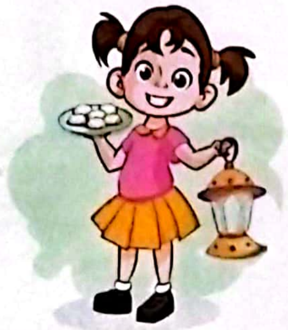
Activity ② Match each celebration with its possible picture.



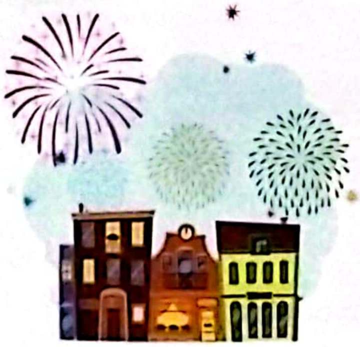
• New year's Eve



• Eid Al-Fitr



• Christmas



• Eid Al-Adha

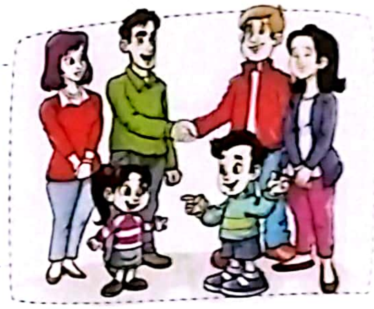
- Talk with your child about how people celebrate each feast in Egypt (New year's Eve, Eid Al-Fitr, Eid Al-Adha and Christmas).
- **Integration of subjects :** Social studies (Egyptian's feasts) – English (reading).
- **Life skills :** Observation – Collecting data.

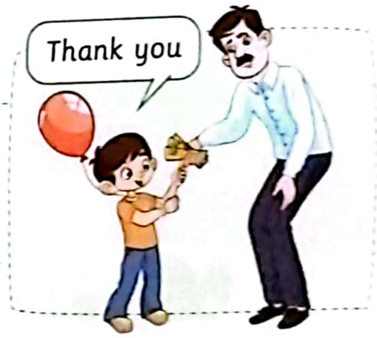
Activity ③ Read the following, then answer the questions below.

When we celebrate special occasions or feasts, we should show good behaviors.

Examples of good behaviors :

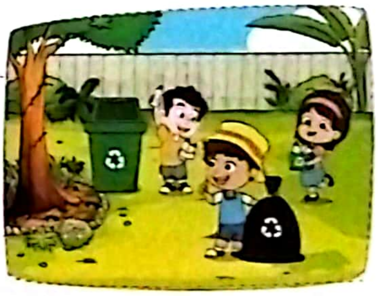
- Paying visits to relatives, during which we should be good listeners and offer help to adults.





- When we get Eid-ey-yah, we should say thank you.

- We should keep the places we visit clean.



• Put ✓ or ✗ :

1. When we get Eid-ey-yah, we should say thank you. ( )
2. When we go outside in feasts, we should not keep the places we visit clean. ( )
3. During our visits to relatives in feasts, we should help adults. ( )

Notes for parents

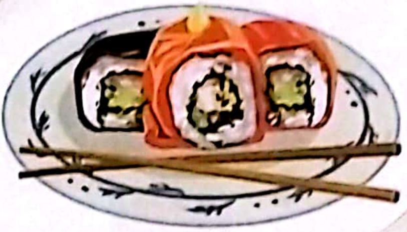
- Encourage your child to think about other examples of good behaviors we should show while celebrating feasts.
- **Integration of subjects :** Social studies (good behaviors in feasts) – English (reading).
- **Life skills :** Helping others – Collecting data.

Lesson 2

Egyptian Traditions

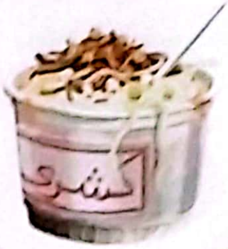
Activity ① Color the circle of the traditional Egyptian dishes in ✏ .

Sushi



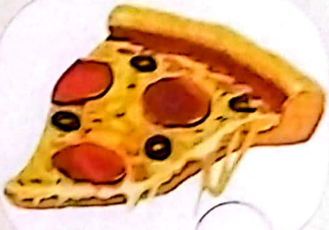
○

Koshari



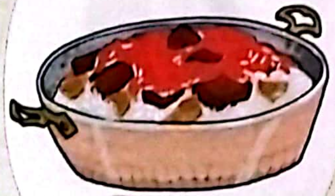
○

Pizza



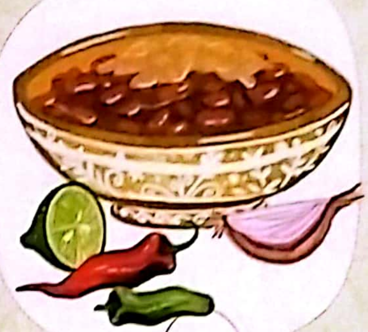
○

Fattah



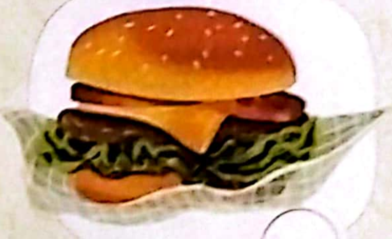
○

Ful medames



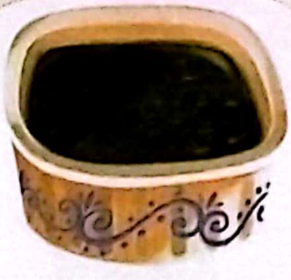
○

Burger



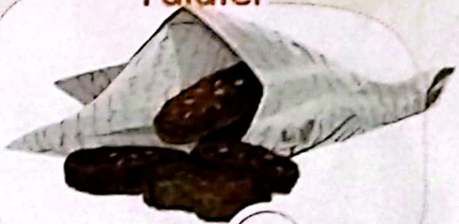
○

Molokhia



○

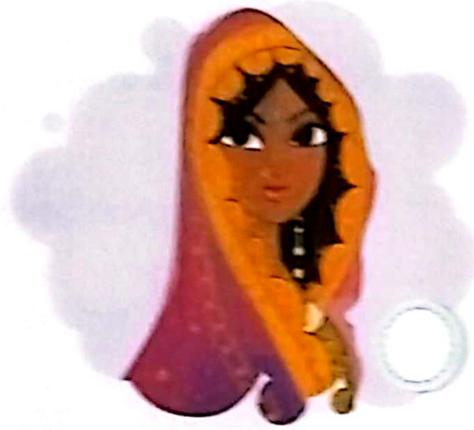
Falafel

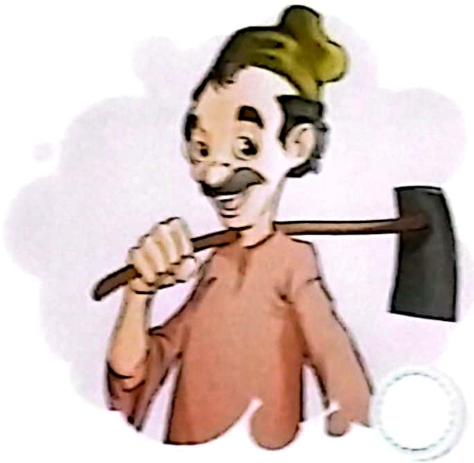


○

- Talk with your child about other traditional Egyptian dishes and the ingredients of several famous dishes.
- **Integration of subjects :** Social studies (identifying models of public heritage "e.g : traditional foods") – Art (using colors).
- **Life skills :** Observation – Identify the relationship among different items.

Activity ② Color the circle of traditional Egyptian costumes in ✏.


○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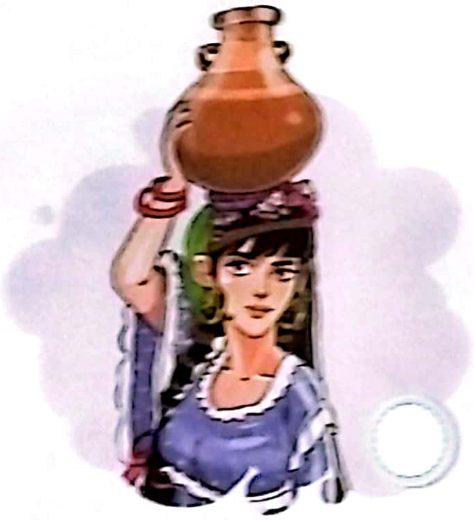
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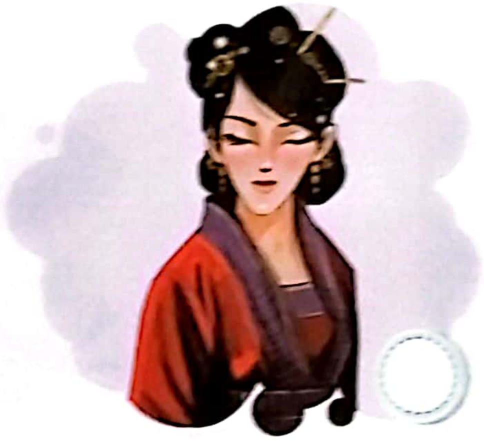
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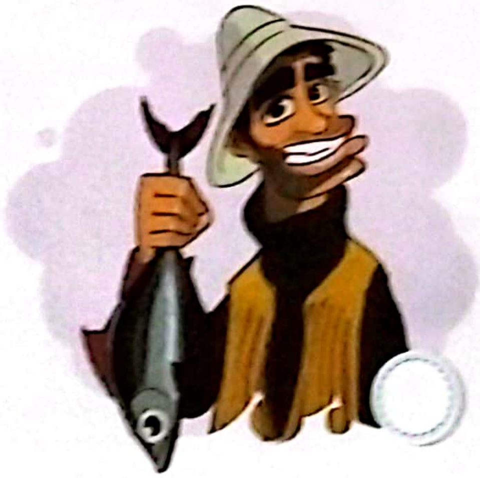
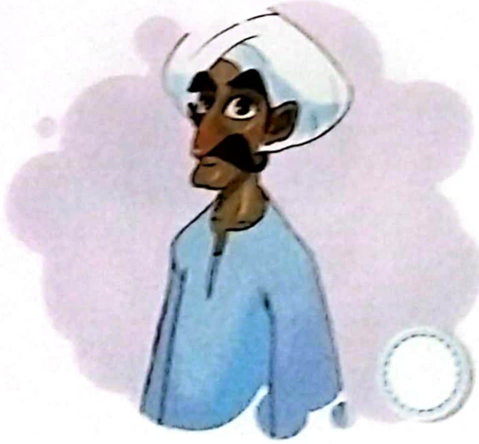
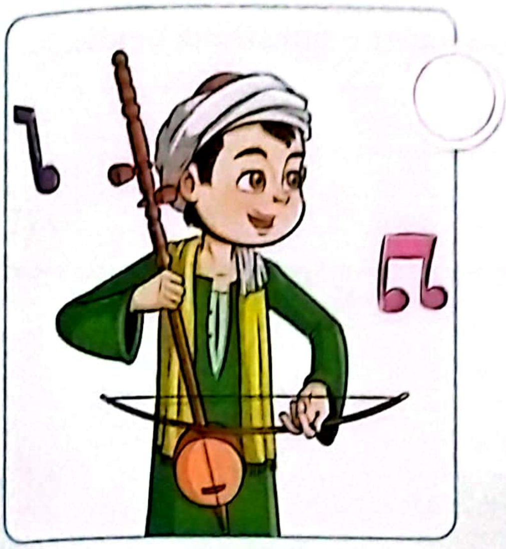

○

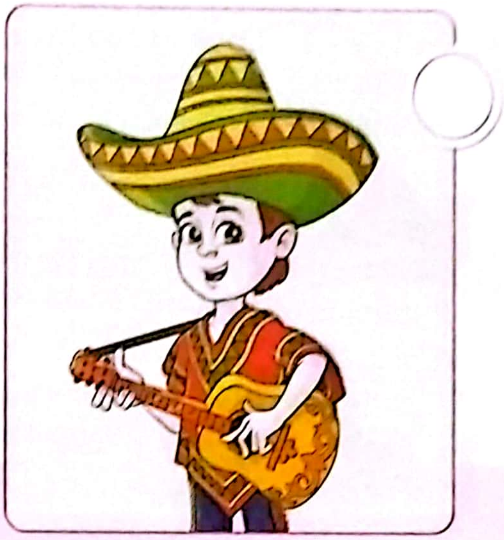

○

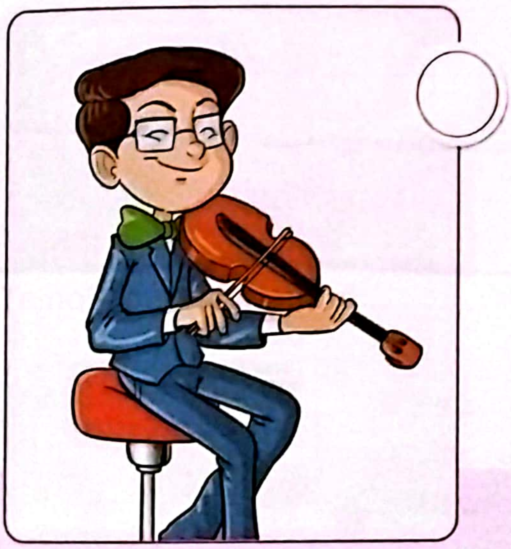
Notes for parents

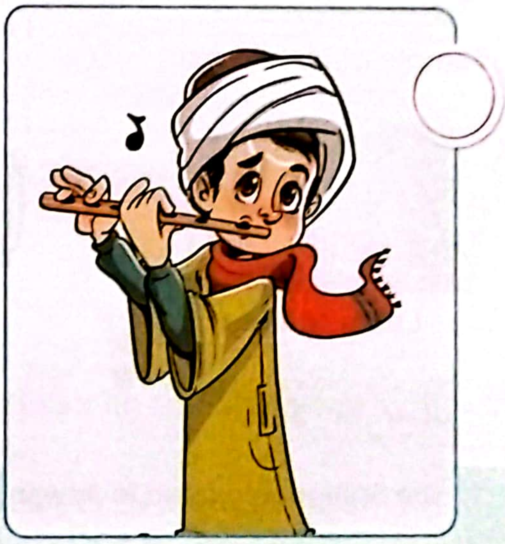
- Discuss with your child the traditional clothes in Egypt and tell him/her that traditional Egyptian costumes depend on where people live.
- Tell your child that we don't need to be similar, but we have to respect the differences.
- **Integration of subjects** : Social studies (identifying models of public heritage "e.g : traditional clothes") – Art (using colors)
- **Life skills** : Observation – Collecting data – Respecting for diversity

Activity ③ Color the circle of the traditional Egyptian music in 🟨 .


The artist plays the rababa.


The artist plays the guitar.


The artist plays the violin.

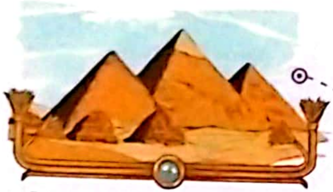

The artist plays the reed pipe.

- Help your child to listen to the traditional songs such as the life of Beni Helal.
- **Integration of subjects :** Social studies (identifying models of public heritage "e.g : traditional music") – Art (using colors) – English (reading sentences).
- **Life skills :** Collecting data – Effective listening.

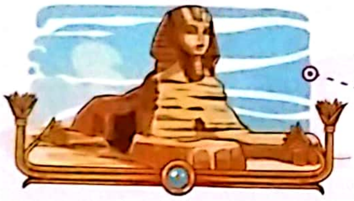
Lesson 3

Egyptian Monuments

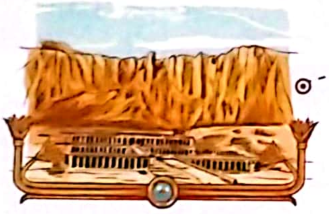
Activity ① Look at the map, then answer the questions below.



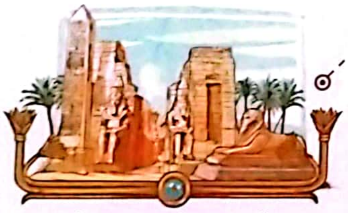
Pyramids of Giza



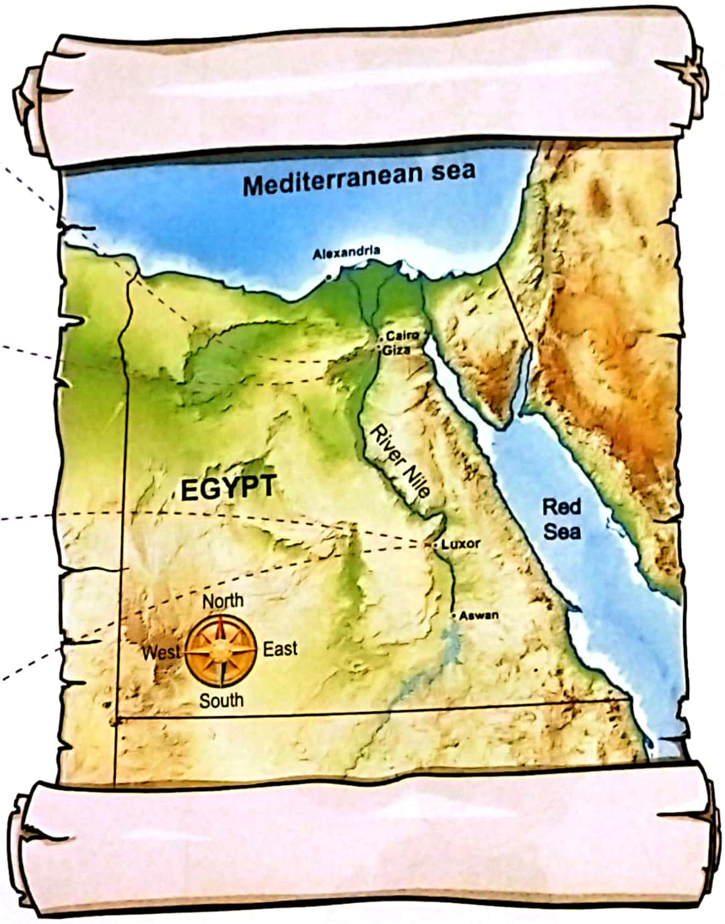
Sphinx



Temple of Hatshepsut



Luxor temple



Mediterranean sea
Alexandria
Cairo
Giza
EGYPT
River Nile
Luxor
Aswan
Red Sea
North
West
East
South

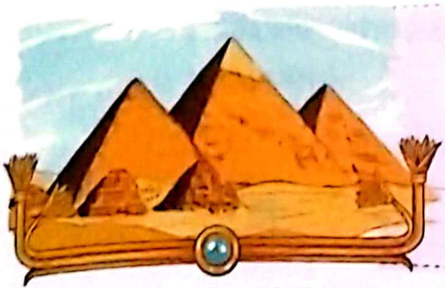
• Put ✓ or ✗ :

1. The Sphinx is located in Aswan. ( )
2. The Luxor temple is located in Luxor. ( )
3. The temple of Hatshepsut is located in Cairo. ( )
4. The pyramids of Giza are located in Giza. ( )

Notes for parents

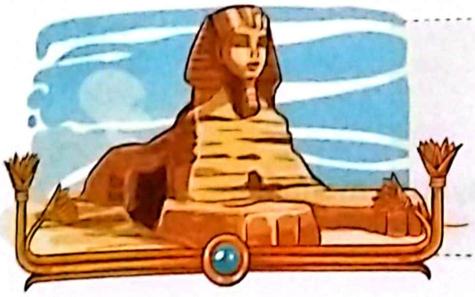
- Help your child to know different locations of different monuments in Egypt.
- **Integration of subjects :** Social studies (Egyptian monuments) – English (reading).
- **Life skills :** Collecting data – Setting clear goals.

Activity ② **Read the following information about some Egyptian monuments, then answer the questions.**



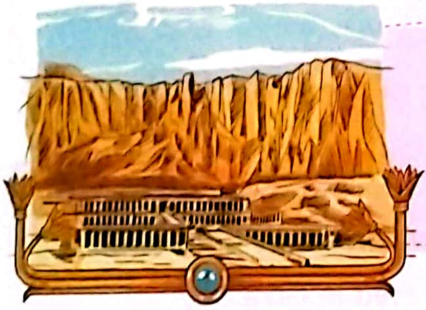
Pyramids of Giza

- They are located in Giza.
- They are the most famous Egyptian monument.
- They are three pyramids.
- The great pyramid of Khafu is the largest and tallest pyramid in Egypt.



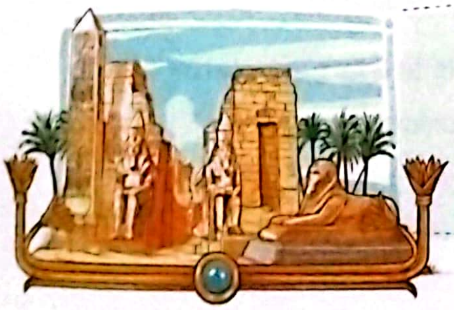
Sphinx

- It is located in Giza on the west bank of the Nile River.
- It is the largest statue in the world.
- It has the head of a human and the body of a lion.



Temple of Hatshepsut

- It is located in Luxor on the west bank of the Nile River.
- It was built into a cliff.
- It was built to honor queen Hatshepsut.



Luxor temple

- It is located in Luxor on the east bank of the Nile River.
- It was built to bury three Egyptian kings.

- Let your child repeat the names of the famous monuments in Egypt.
- **Integration of subjects :** Social studies (Egyptian monuments) – English (reading).
- **Life skills :** Collecting data – Asking questions.

• Choose :

1. Luxor temple is located on the .... bank of the Nile River.
(north – south – east)

2. The Sphinx has the head of a human and the body of a ....
(lion – bird – dog)

3. The temple of Hatshepsut is located on the .... bank of the Nile River.
(north – west – south)

• Put ✓ or ✗ :

1. The pyramids of Giza are the most famous Egyptian monument. (   )
2. Luxor temple was built to honor queen Hatshepsut. (   )
3. The Sphinx is the smallest statue in the world. (   )

• Match :

Temple of Hatshepsut. •	• They are three pyramids located in Giza.
Pyramids of Giza. •	• It is the largest statue in the world.
Sphinx. •	• It is located in Luxor.

Notes for parents

- Help your child to know more information about the famous monuments in Egypt.

Lesson 4

Traveling To Egyptian Monuments

Activity **Look at the map, then help each person to travel to the monuments by choosing the suitable form(s) of transportation from the following.**

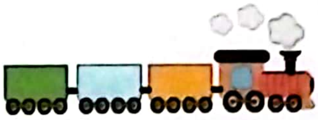
Note
You may choose more than one transportation for each picture.

Car

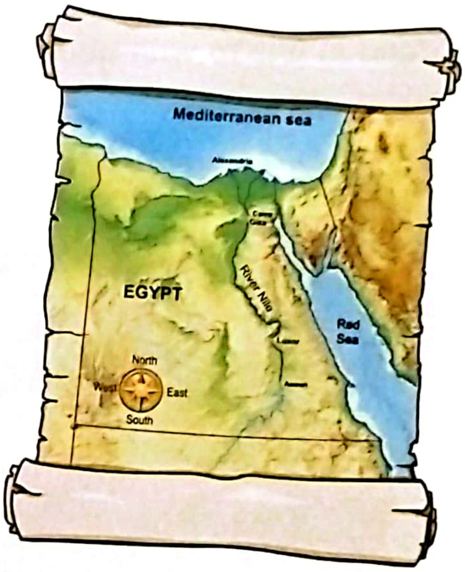
Boat

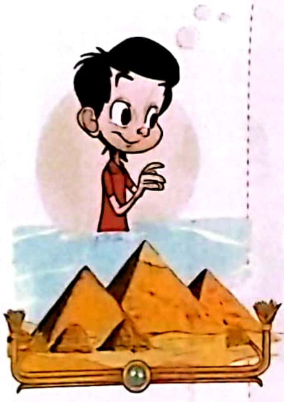
Airplane

Bus


Train

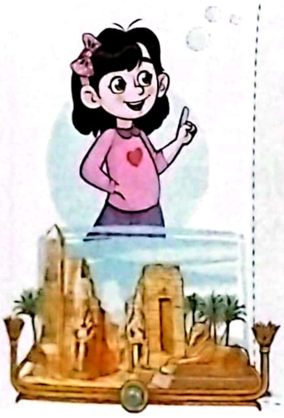
Walking


Mediterranean sea
Alexandria
Cairo
Giza
River Nile
EGYPT
Red Sea
Luxor
Aswan
North
West
East
South


Pyramids of Giza

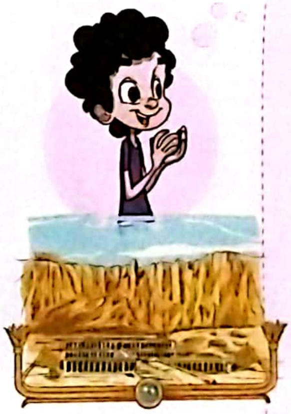
Samy lives in Alexandria. He wants to travel to the pyramids of Giza. To get there, he would travel by

....


Luxor temple

Sara lives in Luxor. She wants to visit Luxor temple. To get there, she would travel by

....


Temple of Hatshepsut

Shady lives in Aswan. He wants to travel to the temple of Hatshepsut. To get there, he would travel by

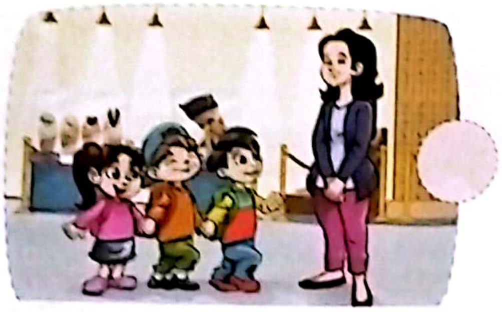
....

- Help your child to notice the effect of the distance between two places on choosing the form(s) of transportation.
- **Integration of subjects :** Social studies (Egyptian monuments) – English (reading and writing).
- **Life skills** : Problem solving – Help others – Setting clear goals.

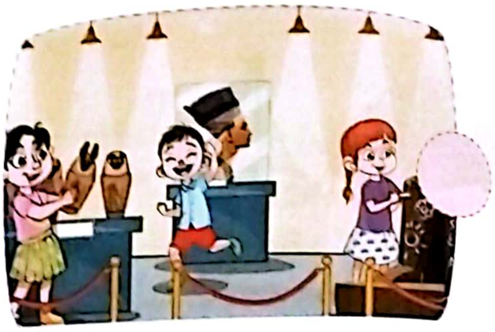
Lesson 5

Respecting Egyptian Monuments

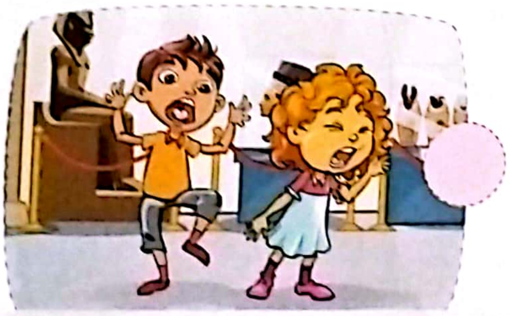
Activity Put ✓ for the good behaviors while visiting historical sites and ✗ for the bad behaviors.



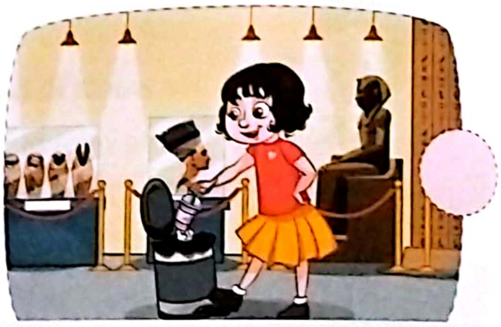
Stand in line to wait your turn.



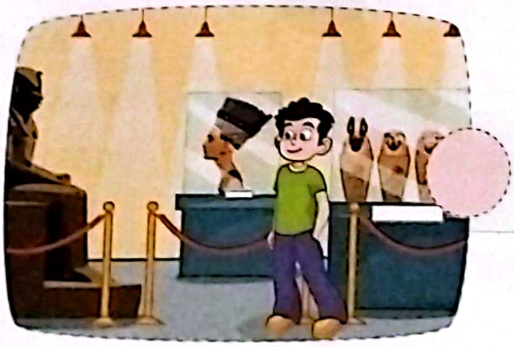
Touch anything without invitation.



Make noise.



Keep the place clean.



Stay quiet and do not touch anything.

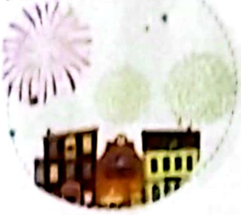
Notes for parents

- Talk with your child about the appropriate behaviors while visiting historical sites or monuments.
- **Integration of subjects :** Social studies (recognizing the good behaviors for visiting monuments) – English (reading sentences).
- **Life skills :** Observation – Self-mangament.

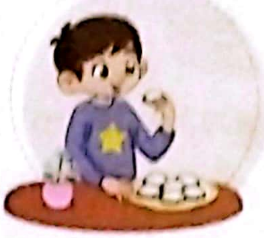
I Have Learned That

Egyptians have many feasts with different traditions :

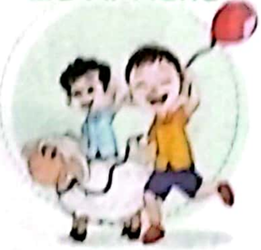
New Year's Eve



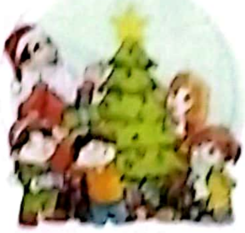
Eid Al-Fitr



Eid Al-Adha

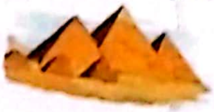


Christmas

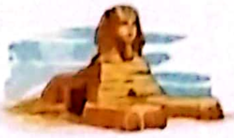


Egypt has many historical sites :

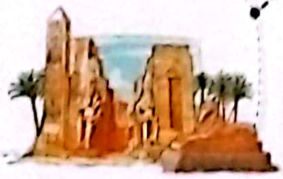
Pyramids of Giza

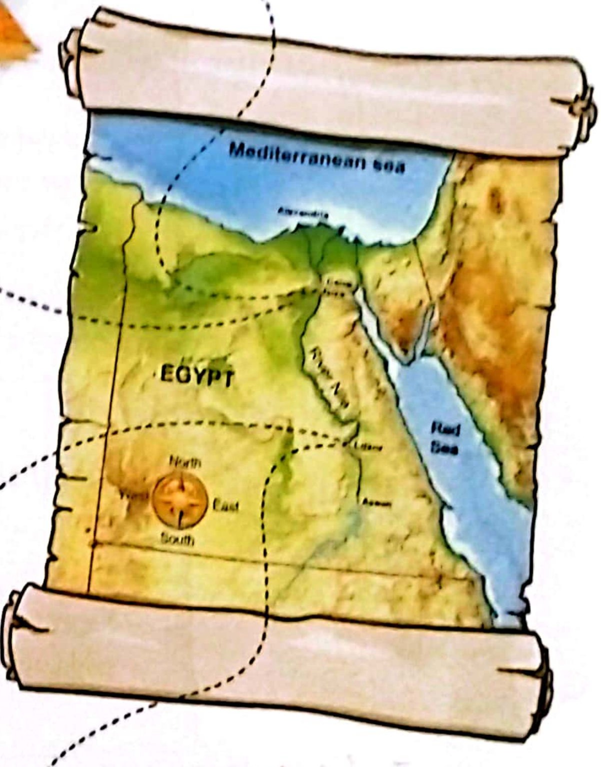


Sphinx

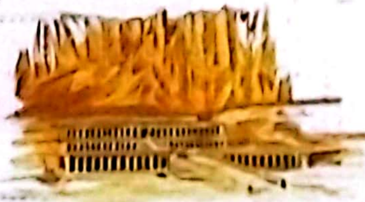


Luxor temple



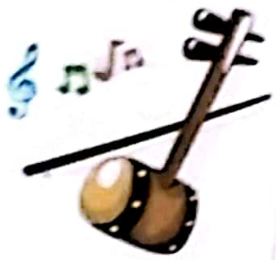

Mediterranean sea
Alexandria
Cairo
EGYPT
River Nile
Luxor
Aswan
Red Sea
North
West
East
South

Temple of Hatshepsut



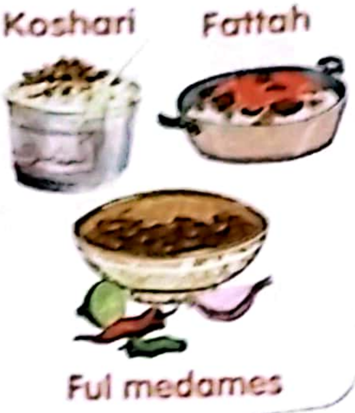
Egyptians have different traditions in :

Songs

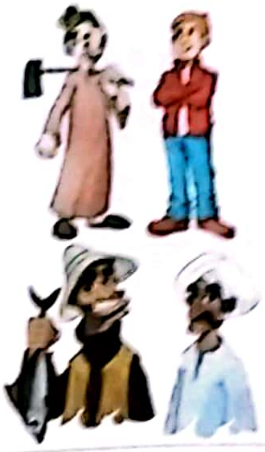


Rababa

Food

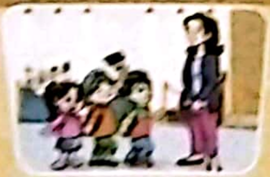


Clothing

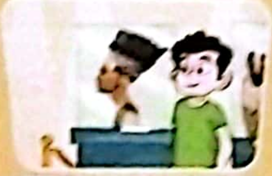


We should respect our Egyptian monuments by showing appropriate behaviors while visiting monuments or historical sites. For example :

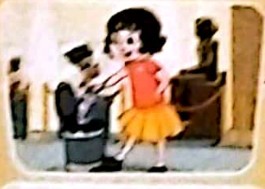
- Stand in line to wait your turn.



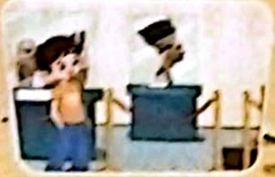
- Be silent or speak quietly.



- Keep clean.



- Don't touch anything unless invited to do so.



Quiz

On Chapter Four

1 Choose the correct answer :

1. In Eid Al-Fitr, people eat ....
   a. fattah. b. ka'ak. c. pizza.
2. In .... , families celebrate together on 7th of January.
   a. Christmas b. Eid Al-Fitr c. Eid Al-Adha
3. .... is not from the traditional Egyptian dishes.
   a. Falafel b. Burger c. Koshari
4. Temple of Hatshepsut is located in ....
   a. Aswan. b. Cairo. c. Luxor.

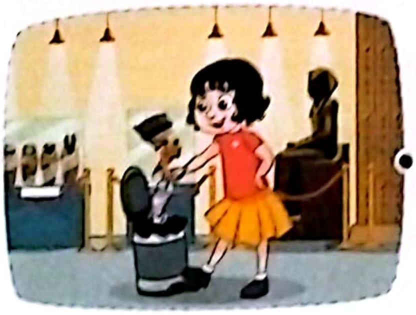
---

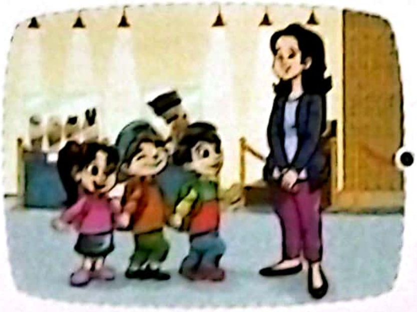
2 Put (✓) or (✗) :

1. In Eid Al-Fitr people watch the sacrifice of the sheep. ( )
2. Ful medames is from the traditional Egyptian dishes. ( )
3. Sphinx is the largest statue in the world. ( )

---

3 Match each picture with its description while visiting historical sites :

1. 

2. 

ⓐ Stand in line to wait for your turn.

ⓑ Keep the place clean.

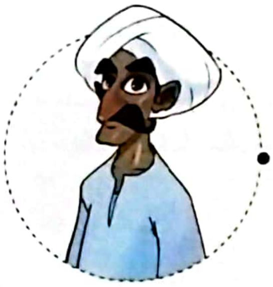
4 **Complete the following sentences using the words below :**

(rababa – Giza – Luxor)

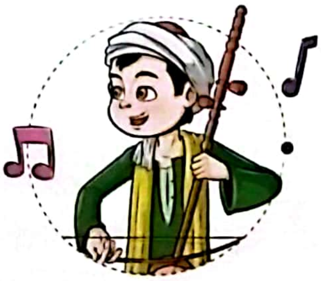
1. Pyramids of .... are famous Egyptian monuments.
2. One of the traditional Egyptian musical instruments is ....
3. Temple of .... built to bury three Egyptian kings.

---

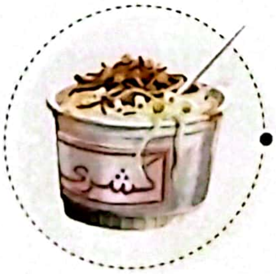
5 **Match each picture with the suitable sentence :**

1. 

ⓐ Traditional Egyptian music.

2. 

ⓑ Traditional Egyptian dish.

3. 

ⓒ Traditional Egyptian costume.

Quiz

On Theme 2

1 **Put (✓) or (✗) :**

1. Living things can grow and change. ( )
2. Chocolate bars are healthy food. ( )
3. Flower of plants can make seeds. ( )
4. My toys can grow and change. ( )

---

2 **Complete the following sentences using the words below :**

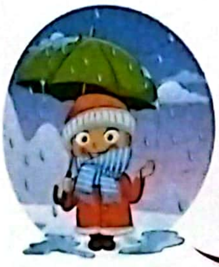
(summer – Delta – wings – Hatshepsut)

1. Animals that live in .... need a lot of water to keep them cool.
2. An owl's .... help it to move.
3. Mango grows in ....
4. Temple of .... is located in Luxor on the west bank of the Nile River.

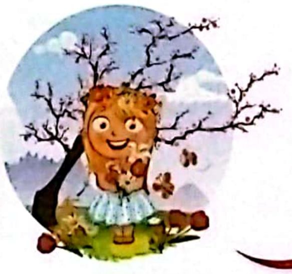
---

3 **Write the names of the seasons below the suitable picture :**

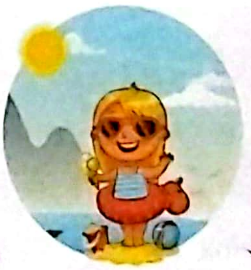
(Spring – Fall – Summer – Winter)



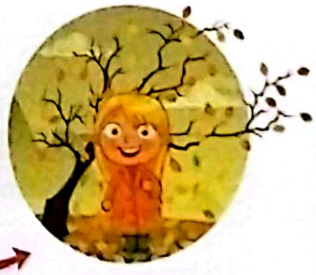
1. ....



2. ....



3. ....



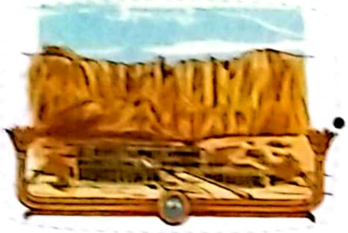
4. ....

4 Choose the correct answer :

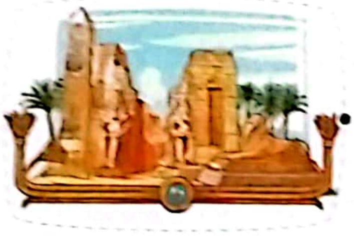
1. We can travel through air by ....
   a. car. b. train. c. airplane.
2. It is hard for animals to find .... in the desert.
   a. water b. air c. sun
3. Rababa and .... are from the traditional Egyptian musical instruments.
   a. guitar b. reed pipe c. violin

---

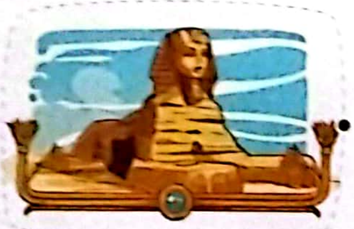
5 Match :

1. 

Temple of Hatshepsut

2. 

Luxor temple

3. 

Sphinx

a. It is the largest statue in the world.

b. It was built to bury three Egyptian kings.

c. It was built into a cliff.

Glossary

THEME 1

Who Am I ?

Chapter 1

Aunt	العمة/الخالة
Change	يتغير
Cousin	ابن العم/ابن الخال
Difference	إختلاف
Extended family	العائلة الممتدة
Favorite	مفضل
Flag	علم
Hearing	السمع
Hobby	هواية
Immediate family	الأسرة الصغيرة
Include	يشمل
Less	اقل
Member	فرد
More	اكثر
Number line	خط الاعداد
Organ	عضو
Older	اكبر
Portrait	صورة شخصية
Recognize	يدرك
Sense	حاسة
Similarities	تشابهات
Sight	البصر
Smell	الشم
Taste	التذوق
Touch	اللمس
Uncle	العم/الخال

Chapter 2

Adult	كبير
Baby	صغير
Customs	عادات
Child	طفل
Cycle	دورة
Daily routine	النظام اليومى
Family tree	شجرة العائلة
Flower	زهرة
Human	إنسان
Leaves	أوراق
Mixing	خلط
Offspring	الصغار
Parent	الوالد
Plant	نبات
Primary color	لون اساسى
Root	جذر
Seed	بذرة
Stage	مرحلة
Stem	ساق
Sprout	برعم
Teenager	مراهق
Traditions	تقاليد

Chapter 3

Bar	عمود
Data	بيانات
Equal	يساوى
Forest	غابة
Greater	اكبر
Graph	رسم بيانى
Labels	مسميات
Living thing	كائن حى
Non-living thing	كائن غير حى
Point	يشير
Represent	يوضح
Scale	مقياس متدرج
Smaller	أصغر
Symbol	رمز/علامة
Towards	تجاه
Title	عنوان

Chapter 4

Behavior	سلوك
Broken	مكسور
Community	مجتمع

Construction worker	عامل البناء
Deserve	يستحق
Electrician	فنى كهرباء
Expect	يتوقع
Farmer	فلاح
Fix	يصلح
Firefighter	رجل أطفاء
Healthy	صحى
Idea	فكرة
Industrial	صناعى
Police officer	رجل شرطة
Responsibility	مسئولية
Right	حق
Safe	آمن
Steel worker	عامل حدادة
Share	يشارك
Shelter	مأوى/مسكن
Take care	يعتنى

THEME 2 The World Around Me

Chapter 1

Air	هواء
Breathe	يتنفس
Butterfly	فراشة
Delta	الدلتا
Desert	الصحراء
East	شرق
Environment	بيئة
Fly	يطير
Fox	ثعلب
Farming	الزراعة
Geographical directions	الأتجاهات الجغرافية
Gazelle	غزالة
Group	مجموعة
Grow	ينمو
Hippopotamus	فرس النهر
Hurt	يؤذى
Look like	يشبه
Map	خريطة
Maze	متاهة
North	شمال
Need	يحتاج
Observations	الملاحظات
Palm tree	نخلة
Playground	ملعب
River	نهر
Survive	يبقى حيًا
Swim	يعوم
South	جنوب
Source	مصدر
Trash bin	سلة مهملات
Underground water	المياة الجوفية
West	غرب

Chapter 2

Antlers	قرون
Beak	منقار
Bounce	يرتد
Bat	خفاش
Cricket	صرصور
Claws	مخالب
Feathers	ريش
Fins	زعانف
Functions	وظائف
Hop	يقفز
Investigation	تحقيق/بحث
Model	نموذج
Movement	حركة
Neck	رقبة
Owl	بومة
Pollution	تلوث
Protect	يحمى
Pouch	كيس
Penguin	بطريق
Riddles	الألغاز
Roll	يتدحرج
Scales	قشور
Seatbelt	حزام الأمان
Shell	صدفة / قوقعة
Sunlight	ضوء الشمس
Spin	يدور حول نفسه
Soak	يمتص
Slide	ينزلق
Traffic lights	إشارات المرور
Traffic signs	علامات المرور
Transportation	وسائل المواصلات
Wings	أجنحة
Hooves	حوافر

Chapter 3

Agricultural	زراعى
Aloe	الصبار
Beets	البنجر
Evening	مساء

Fall	الخريف
Fuel	وقود
Grapes	العنب
Harmful	ضار
Medicine	دواء
Mint	نبات النعناع
Noon	الليل
Soil	تربة
Sunrise	شروق الشمس
Sunset	غروب الشمس
Seasons	الفصول
Spring	الربيع
Summer	الصيف
Sorting	تصنيف
Unhealthy	غير صحى
Weeds	اعشاب ضارة
Winter	الشتاء

Chapter 4

Bury	دفن
Cliff	منحدر
Costumes	ملابس
East bank	الضفة الشرقية
Feasts	الأعياد
Fireworks	العاب نارية
Honor	إكرام
Monument	آثر
Occasions	مناسبات
Pray	يصلى
Relatives	الأقارب
Sacrifice	أضحية
Sphinx	أبو الهول
Statue	تمثال
Temple	معبد
West bank	الضفة الغربية